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WORKING ONE'S WAY THROUGH COLLEGE AND UNIVERSITY

CALVIN DILL WILSON

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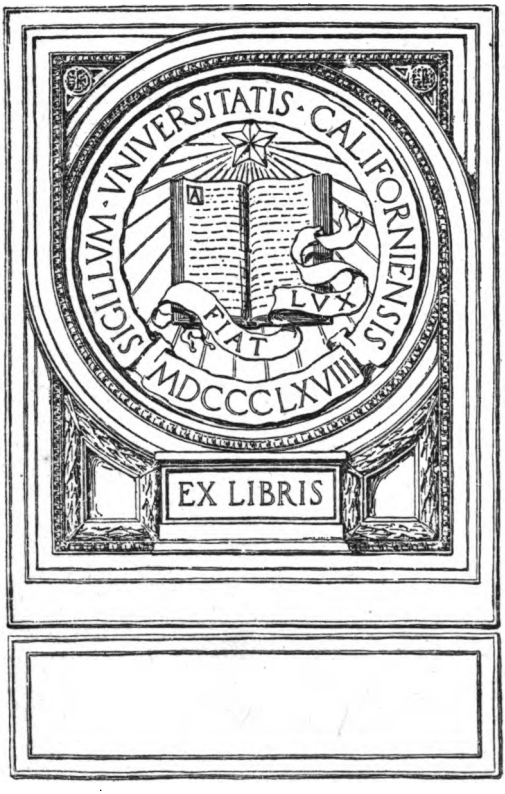

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WORKING ONE'S WAY THROUGH COLLEGE AND UNIVERSITY

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UNIV. OF CALIFORNIA

Working One's Way Through College and University

CHAPTER I

THE OUTLOOK

Ten thousand capable boys and girls graduate each year from our High Schools and Academies, who, though in character and ability entitled to every advantage of higher education, are compelled by lack of funds to forego a college course. This is not only a loss to them as individuals but a distinct loss to the country in the lessened opportunities and diminished efficiency of some of its most promising young citizens. When we consider the vast sums donated each year to our colleges and universities,— amounting in 1907 to $17,716,605,— and when we consider further the sums squandered in sending to college unappreciative sons and daughters of the wealthier class, the failure of these ten thousand young men and women seems like a national calamity. It is a national calamity.— Dr. Edward J. Wheeler.

THE colleges are open to energy and talents. They are not close corporations welcoming only well-lined pockets. Their sesame is not a

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bank account. Their doors swing wide for brains, courage, and character to enter. Such youths as have financial backing have neither a patent on, nor a monopoly of, educational opportunities. There are no warders at the gates to shut out any or to ask about their property or heraldry. The colleges have been established and builded up with democratic aims, with intent to include in their hospitality all alike. To-day, more than ever before, one of the chief symbols of the college student's life might be a youth with a book in his right hand, while his left hand grasps a tool with which to work his way.

It is encouraging to note how numerous and how widespread are the higher educational institutions in our land, among which one may choose. One does not have to leave his State, scarcely his own neighborhood, in the search. There are five hundred and seventy-three recognized colleges of all kinds. These include one hundred and forty-three for men only, three hundred and twenty-one for both sexes, and one hundred and nine for women only. In addition there are very many private schools, preparatory schools, academies proper, and privately managed military schools, of high grade; these in general are not endowed and do not grant degrees, and so are not included

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in the first list; but nevertheless they provide training for intellect and character, and they serve as steps toward the higher institutions. In a large proportion of those that have been referred to there are more or less favorable opportunities for earning education, in whole or in part by one's own efforts.

It is encouraging to consider the hosts of young people now in the colleges, academic and professional, and to remember that a large percentage of both men and women among these students are winning their own way. There are more than one hundred and fifty thousand of these students. This number does not include those in the lesser schools above the public High Schools, though all these may be kept in mind as possibilities on the upward path of education. Of the students, more than one hundred and six thousand are men. The women's colleges are divided into grades A and B; of the A grade there are just sixteen. There are more than forty-three thousand women and girl students in the A grade and in the co-educational colleges, while there are many women in still other colleges.

But far greater than the hosts now in the colleges are the numbers of young people in the land who aspire to rise through like training to the ranks of the educated. Many of these are now

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girding themselves for the struggle toward this end by their own efforts. Multitudes more are ready to have smouldering ambitions fired by knowledge that their dreams can become realities.

Many others have never heard that educations earned by the students are actualities, never met and talked with a man or a woman who has fought this battle to successful issue, never learned that a College Employment Bureau exists. Many others have but vague notions that a few here and there, in unknown ways and by special good fortune, have found it possible to win education by personal effort; but these rumors have been without detail, mere floating hearsay, and so have made no definite impression as having a bearing upon their own future.

In shops and stores, on farms, in out-of-the-way districts, are hundreds of thousands of young people, vigorous, aspiring, courageous, talented, to whom information as to the possibility of their college education may come as good news from a far country. Still others are aware, in a limited way, of the opportunities, and are beginning to fumble for a start, but have no general survey of the field.

Unto you, O young men and young women, we write. We aim to bring to your hosts light, that

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your way may be opened, that you may gain courage, take stock of yourselves, formulate plans, and begin and carry on to the end the battle for earning your own education.

We do not intend to depict the pathway to which you are invited as one of roses, and so allure with vain hopes the vacillating and the lovers of ease. But we hope to help those whose ambitions are powerful enough to carry them past obstacles and difficulties, and to make these seem as little things compared with the goal to be won.

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CHAPTER II

IS IT POSSIBLE TO SUPPORT ONESELF AND GAIN A COLLEGE EDUCATION?

The experience of many students shows that if a man has health, energy, cheerfulness, a good preparation for college work, he need not hesitate to enter.— CHARLES W. ELIOT, ex-President of Harvard.

THESE vital questions are upon many earnest youthful lips: "Can I by work and thrift earn my support and gain a college education? Can I select a college, enter it as a student, sit at the feet of its teachers, be a part of the student life, gain intellectual discipline and knowledge, and at the same time pay my way by extra efforts? Can I do this and preserve health, get the good of school life, keep self-respect and standing among my comrades? Is there anything I must lose in this way? Is there anything I may gain beyond those whose expenses are provided by others?"

It is a cheerful fact that the youth of today who asks such questions can be answered

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optimistically. The replies are based not on theory but on experience. In many hundreds of instances young people have earned their own way to education. It is being done by many at this hour. If one has health, pluck, determination, adaptability, one can do the same.

These questions find suggestive reply in the fact that a very considerable proportion of the colleges have within themselves organizations for the finding of remunerative work for students, and for assisting them to adapt themselves to suitable employments while at school. These are known as Employment Bureaus or Self-Help Committees. In still other institutions this aid is in the hands of the local Young Men's and Young Women's Christian Associations, and these undertake and carry on successfully this service.

These Bureaus and Committees are carefully organized and operate systematically, keeping in touch with employers of labor of various kinds in their cities or towns, having lists of student applicants for work, either special or general, and in multitudes of instances bring employers and employees together.

More than this, after the students get under way, they grow in initiative, seek jobs, put to

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varied uses such experience and skill as they possess, and find and make ways to earn expenses. The youth of to-day who aspires in this direction is not a pioneer, though he may often need to be his own pathfinder as to special ways and means. He may start with the assurance of the practicability of his undertaking, backed by the experience of many. He can hearten himself by the knowledge that grit and skill have accomplished the same, and he can cry out to himself, "What man has done, man can do again."

We may also turn directly to the colleges and ask them our questions and find their replies encouraging, though wisely qualified by reference to the personal equation, which must enter into success or failure in this as in any undertaking. The Secretary of Harvard states:

"Whether one will be successful or not depends chiefly on his own ability and energy. . . . It is possible to work one's way through Harvard, for there are always self-supporting students in college; and the experience of many students shows that if a man has health, energy, cheerfulness, a good preparation for college, and enough money for the necessary expenses of the first year, the chances are he will never turn back. The ways of self-support at Harvard are as various as the men using them, and in the main every man must find his own way."

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Yale has a Bureau of Appointments with the object of assisting needy students and developing in every way their opportunities for self-help. This Bureau requests all who have work which students can do to let it be known at the office. It issues a small pamphlet on "Self-Help at Yale," and in reply to the question "Can it be done?" it says: "A sufficient answer is that for several years an average of about twenty-five men in each class of the Academical Department and perhaps as many more in the rest of the University, in all say about two hundred men, have been paying their own way entirely, and about four hundred more have been earning more or less of their own expenses."

Yale, in 1908, asked by circular of the students who were earning their way wholly or in part at that institution, how much money or its equivalent they had made, and in what kinds of work. Five hundred and sixty-four replies were received; the whole amount actually earned, in term-time and in vacation, was about $214,449. The Graduate School men earned the largest amount, and the Academical School the next. The Sheffield Scientific Seniors came next, followed in order by the Academical Freshmen and the Sheffield Scientific Freshmen. The men longest on the ground,

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who have proved themselves capable and reliable, get more of the remunerative work.

Columbia has a Committee on Employment for Students. The total earnings for 1907-1908, both with and without the Committee's assistance, were $95,855. The business depression led to a decrease in student incomes to a certain extent. In 1908, there were three hundred and eighty-eight requests from employers. There was a total of 722 students registered; they applied in many cases for a particular kind of work.

At Cornell there are many who support themselves in whole or in part by outside labor. Cornell does not undertake to secure employment for its students, owing to their large numbers, so that in finding jobs the individual is obliged to depend largely upon his own efforts. But the University Christian Association, through its Students' Employment Bureau, is always ready to serve such as are in search of work. The Association during the University year ending June, 1909, had helped about two hundred and fifty students to work, aggregating in value nearly fourteen thousand dollars.

The situation of the University of Chicago affords opportunity for the employment of many of its students. There both men and women are

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able to earn a part of their expenses, if they have energy and ability. The University has an Employment Agency associated with its Bureau of Information, conducted without charge. This Bureau keeps a register of students seeking work, and a list of positions. By letters addressed to employers stating the opportunity which the Bureau affords them to obtain capable help, and by personal interviews and applications, the Manager of the Bureau seeks to maintain and increase the number of positions which are open to University pupils.

Many students at Armour Institute of Technology are paying their way by doing various kinds of work such as may be found in a city like Chicago. At Dartmouth, five or six hundred pupils make part of their college money during term-time, and a few hundreds more earn money during the vacations. At Drake University, an enterprising student can make his own way. Baker University, Baldwin, Kansas, is the scene of successful efforts on the part of many students who aid themselves materially by their labor while carrying on their studies. The people of the city of Baldwin have done much in the way of providing work for students; in fact, during the past several years there have been at certain

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seasons more calls for workers than the committee could supply. An Employment Bureau is maintained by the Young Men's and Young Women's Christian Associations.

The College of Liberal Arts of Northwestern University issues an encouraging pamphlet on this very subject. It gives lists of jobs,—Regular Employment, Positions Requiring Experienced Men, and Odd Jobs. "No student can be guaranteed employment. Nevertheless, the experience of many men at Northwestern justifies the assertion that no industrious young man, equipped with health and energy, need hesitate to make his own way." Evanston Academy of Northwestern University has a Committee on Employment. The College Young Men's Christian Association also is of great assistance. From the first days of the Academy till now many of its students have earned a part or all of their expenses, so that the spirit of the school has taken a characteristic color. The Registrar of Leland Stanford Jr. University says: "Quite a number of students here are almost entirely self-supporting."

These are but glimpses of the situation which, while not universal, is general at the higher institutions of learning in America to-day. These

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are cited now that we may at the beginning base ourselves firmly on the fact that from Ocean to Ocean and from Lakes to Gulf are numerous colleges in which young men and young women are making their way in whole or in part by their own efforts. Never before in the history of education have so many students been able to do this as to-day. Never before have the opportunities to this end been so numerous and the conditions so favorable. Never before have there existed so many well organized committees and methods within the schools for aiding the pupils to help themselves.

It may be well at this point to indicate that favorable conditions exist for Indians and for colored people as well, for all without regard to race or creed. In some of the greatest universities there is no color line, so that what is said in regard to opportunities in these applies to all alike. While other colleges do draw the color line, there are special schools for colored people and for Indians. It is therefore possible for members of all races that live in this land to make their way to education in some good schools.

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CHAPTER III

WAYS IN WHICH YOUNG MEN EARN MONEY WHILE IN COLLEGE

No ambitious young man need go without a college training if he is determined to have it. A longer period may be required for the course; pleasant aspects of college life may have to be given up; self-denial and toil must be constant. But if there is willingness there need be no hindrance.— S. B. McCormick, Western University of Pennsylvania.

THERE seems to be a general impression that the possibilities of making money while at school are confined to a few employments. The students who wait on table at summer resorts have been exploited as representative of college labor, whereas in fact the jobs and occupations of the students, both men and women, have a very wide range. It may be said indeed that whatever talent or skill a young man or young woman has, whatever has been learned of work of hand or brain, may be made to come into play as helping toward paying school expenses, either during term-time or vacations.

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There is, so far as I am informed, but one line which the student himself draws against any kind of employment, and that is the duties of a valet. He refuses to serve the person of another in such duties as may be properly included under the term valet. Many, both men and women, however, act as nurses, companions to invalids, readers for the aged, but these, of course, differ from the valet's kind of service.

The farm lad, the clerk, the apprentice to a trade, the factory worker, the youth at almost any kind of labor, may be pleased to learn that the very things he knows how to do are the ones for which place may often be found at a college or in its vicinity. There is nothing he knows about planting and harvesting, care of animals or gardens, food production and distribution, building or tearing down, handling of machinery small or great, but may be made to serve his turn. The girl who can sew and mend, make candies or knit, who is a judge of knickknacks, who knows foods, can turn the knowledge to account. Some things are better than others; some are less exhausting; but tutoring, waiting on table, or managing eating-clubs are only a few of the ways of helping to swell college pocket-books. One may quickly come to appreciate that certain of the

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duties he may have been forced against his pleasure to do at home, and which promised the least outlook, may be his best aids toward support at college.

Whatever one knows may serve him in his course. I knew an Italian, skilled in several languages, who while at school in Pittsburgh gave private lessons to a number of young ladies. He was recommended as a teacher by one of the professors, who had a large social acquaintance and who thus obtained for him engagements with daughters of several rich men, who paid him well. He also lectured in small churches and halls in the vicinity, accepting whatever sums were contributed in the collections. He often returned to school with a heavy package of what he called "chicken feed," mostly pennies, nickels, and dimes, that, however, helped considerably toward his self-support. He also understood telegraphy and occasionally undertook this kind of work for brief terms.

I knew well four young men who were at Princeton together. Two were sons of a minister, and were cousins of the others. The oldest of the group, one of the minister's sons, was a large, powerful, fine-looking youth. His father paid his railway fare to Princeton and gave him a little

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other help at the start. He speedily got on his feet there, coached in athletics, tutored, and did odd jobs besides. As soon as he felt confident he could manage the situation he sent for his brother and cousins. His brother, a smaller man but strong and active, became an expert in indoor athletics. One of the group became a crack short-distance runner, and the fourth the leading pole vaulter at that time in the school. Between athletics, tutoring, managing dining-clubs and occasional other occupations, the four men easily paid their way. All stood well as students. Two were sent to Athens to the first Olympic games some years ago. Three were distinctly among the most popular men at Princeton at the time. These were, to be sure, particularly fortunate in their personalities; two were giants; a third was a greyhound, graceful and handsome. They had no difficulty in making their way, and, being personally popular and abundantly strong for double work, took it all as a pleasant diversion rather than a disagreeable struggle.

A few years ago a group of three youths, whose homes were in Ohio, were studying at Ann Arbor, and in the summer vacation went together through parts of Michigan selling in country places stereopticons and views. We gathered from reports

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that they were in high spirits during that time, enjoyed the tramping, the sleeping out, the scenery, and the people, and were exceedingly successful in selling their wares. Their earnings during the season were so considerable that they had to make but little further effort during the following year at school.

To fulfil the intentions of this book, it will be essential to give the prospective college man and woman numerous indications of the actual lines of endeavor which have been discovered and utilized by many who have already fought the battle for self-earned education. These lists of jobs will open vistas for others by presenting concrete instances of their own possibilities. While Homer was unable to make a catalogue of ships which readers would be unwilling to skip, we cannot at this point do more than record outlines of work which the searcher after ways and means of self-help may glance over, and then return to from time to time for guidance and suggestion. The names of the Grecian ships are of no moment to us, but the particular ways by which college finances are strengthened may be of vital importance.

It may suggest itself to the reader that one needs to have acquaintances and friends at a given

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school in order to win his way. But while this may be a means of simplifying a situation, it is by no means essential. One student at Harvard, whose home was distant, and who had no friends in Cambridge or Boston from whom to expect assistance, earned in three years and a half eight hundred and seventy-five dollars by clerical work and tutoring, besides winning scholarships.

Another distributed literature, washed windows, tended furnaces, beat rugs and carpets, shovelled snow, shifted scenes, until he became a university guide and had, in addition, the care of a library during certain hours.

Two others, a few months after they entered, found employment as janitors of the Old South Meeting House, Boston. They worked together about two hours every morning, getting the building ready to open. In addition to the janitor work, one of them had to be in the building from 2:30 P. M. every day to 9:30 A. M. the next. They had a well furnished room in the building. Their income from this was sufficient to meet necessary expenses.

Harvard affords many temporary jobs. These are duplicated to some extent in some other institutions, and the list may serve to indicate the varied avenues of employment.

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Some find openings as

1. Advertising agents
2. Athletic coaches
3. Attendants
4. Bell boys at clubs
5. Boatmen
6. Bookkeepers
7. Canvassers
8. Caretakers
9. Carpenters
10. Chair-movers
11. Chauffeurs
12. Chemists
13. Clerks
14. Collectors
15. Companions
16. Computers
17. Councillors in summer camps
18. Directors
19. Draughtsmen
20. Elevator men
21. Engineers
22. Farmers on outskirts of city
23. Furnace men
24. Gardeners
25. General men on summer places
26. Guards
27. Guides
28. Gymnasts
29. Hotel helpers
30. House painters
31. Janitors
32. Laboratory assistants
33. Lecturers
34. Legal assistants
35. Letterers
36. Library workers
37. Literary workers
38. Messengers
39. Metre readers
40. Monitors
41. Museum workers
42. Musicians and musical directors
43. Newspaper correspondents
44. Night-school teachers
45. Outing-class teachers
46. Physicians
47. Playground keepers
48. Printers
49. Proctors
50. Proof-readers
51. Railroad employees
52. Readers
53. Scene-shifters
54. Secretaries

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55. Snow shovellers
56. Solicitors
57. Statisticians
58. Stenographers
59. Summer-school teachers
60. Sunday-school teachers
61. Supervisors of studies
62. Surveyors
63. Ticket-takers
64. Time-keepers
65. Tutors
66. Typists
67. Ushers
68. Watch repairers
69. Watchmen
70. Weighers

One man at Harvard earned during term-time in four years $1,331: by clerking $50; insurance soliciting one term $200; insurance soliciting the following term $350; singing in chapel $50; gas insurance $150; teaching Sunday school one season $68; Sunday school another season $88; teaching evening school $100; tutoring $275. During a single vacation one earned $225 above expenses.

The employments at Yale that yield returns to students are given here in the order of the number employed and the proportion of rewards. These are:

1. Teaching
2. Private tutoring
3. Service of eating-clubs
4. Management of eating-clubs
5. Serving as dining-hall "checkers"
6. Clerical work
7. Canvassing
8. Editorial and newspaper work

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9. Caring for furnaces and lawns
10. Typewriting and stenography
11. Street railway work
12. Music

Under miscellaneous jobs at Yale, we note only such as differ from the Harvard list, many being of the same kinds. Additional to these are:

1. Civil engineering
2. Jobs in banks
3. Work in boys' clubs
4. Surveying
5. Mason work
6. Selling violets
7. College guides
8. Operating stereopticon lanterns
9. Meat-cutting
10. Fencing instruction
11. Publishing programmes
12. Interpreting
13. Testing in rope factory
14. Employment in lumber camps
15. Service as Pullman conductor
16. Sleight of hand entertainments
17. Collecting geological specimens
18. Getting out blotters as advertisements
19. Wheeling invalid chairs
20. Addressing envelopes
21. Selling spring water

At Columbia, many have been occupied in tutoring, and the range of subjects is large. This pays from $1 to $3 per hour. The position of summer companion earns $50 to $125 per month. Summer hotel clerks have been paid from $25 to $40 a month. Summer bank clerks received from

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$25 to $50 per month. Boys' club managers were paid $250 for the college year. Statistical work is paid $2 a day. Summer farm work earns $25 a month and expenses.

Draughtsmen obtained from $30 to $50 a month. A proctor for examinations got $2 to $5 a day. A bookkeeper was paid from $10 to $15 a week. A watcher at the polls earned $5 and canvassers from $2 to $15 per day. The average earnings per student were in term-time about $200, and in vacations $175.

The most usual work to which students at Cornell resort is waiting on table. Owing to absence of dormitories for the men students there, a large number of boarding-houses have sprung up in the vicinity of the campus, and in practically all of these student waiters are employed. So numerous are such positions that it is seldom, if ever, that an energetic young man who is really able and willing to work cannot find an opening of this kind. The time required for such occupation is on an average about three and a half hours per day, and the usual compensation is one's board; but in rare cases individuals have been known to get their room rent as well.

Another means of self-support there is tending furnaces for professors and townspeople; the

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compensation is generally one's room, or if paid in cash five or six dollars per month, according to the amount of labor involved. Considerable tutoring also, at seventy-five cents or more per hour, especially in such subjects as mathematics and physics, is to be had at certain seasons of the year by members of the upper classes who have distinguished themselves in scholarship; and occasionally such students, in their senior years, are appointed to assistantships in the various laboratories with appropriate compensations. A few students are able to earn their way by corresponding for out-of-town papers or by reporting for the local press.

Among other kinds of work resorted to at Cornell may be mentioned:

1. Copying or office work for professors
2. Copying in the library
3. Arranging collections in the museums
4. Typewriting theses
5. Reading proof on the University or local papers
6. Collecting bills
7. Running laundry agencies
8. Farm labor on the University farm

In the University of Chicago, the jobs that are additional to those already spoken of are:

1. Working for express companies
2. Work in railway stations

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3. Carrying newspapers
4. Canvassing for City Directory
5. Canvassing for City Telephone Company
6. Operating night telephone switchboard
7. Night clerking in hotels
8. Packing books and furniture
9. Operating soda fountains
10. Posting advertisements
11. Ushering in theatres
12. Moving and dusting books
13. Pen copying-work
14. Decorating halls for entertainments
15. Assisting photographers

Persons with special training in certain lines are generally said to have advantages over others in self-help at school, but experience at the University of Chicago has proved that students of ability and perseverance may succeed even without initial skill in any one line.

In order to guard against incompetent tutoring, the Board of Recommendations keeps on file a list of official tutors who have been indorsed by the heads of departments in which they offer instruction. Those who desire pupils should register with the board.

The University Service employs many students for a limited number of hours as clerks or messengers in the various offices in the institution, paying from twenty to thirty cents per hour,

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compensating them with a voucher covering the whole or part of their tuition. Members of the University Choir are granted remissions of tuition to the amount of $1,200, each person receiving a portion or all of his tuition fees, according to his ability. Members of the University Band receive help in a similar way, the appropriation for tuition for members amounting to more than $2,500. Another source of income is waiting on table in the Men's Commons, the compensation being furnished in board.

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CHAPTER IV

MORE WAYS FOR YOUNG MEN TO EARN AT COLLEGE

I advise every one who can possibly devote his time to a college course to do so. If he must work in order to get money, I agree that he should, because it is a good thing to get a college education even if one does not get out of it all the possibilities.—THOMAS ARKLE CLARK, University of Illinois.

MANY students at Armour Institute are employed as assistants in the various departments, and the labor varies from janitor-work to assisting the professors. The remuneration varies from twenty to thirty cents per hour, and this amount is applied upon tuition fees. The department stores of Chicago, many industrial concerns which employ draughtsmen at odd times, groceries and markets which need clerks on Saturdays and afternoons, the newspapers, express companies, and railways, are some of the various avenues opened to these young people.

At Dartmouth, nearly two hundred young men find work of some kind at the College Commons or

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at the Hanover Inn, a hotel run by the college, as waiters or workers in the kitchens. Many get some help as monitors in the class-room or the chapel, or as assistants in the college library. Quite a number work for the professors, caring for furnaces, mowing lawns, and so on. A few find employment in the village; many become agents for the sale of goods of one kind or another. Quite a number are reporters for newspapers. In the vacations many are engaged at the seashore or mountain hotels. Some are conductors or ticket agents upon railroads for the summer travel.

In regard to the situation at Swarthmore, Professor Hoadley writes:

"Students' service here takes such forms as bringing the college mail from the general post office and distributing it three times a day; assisting in the Registrar's office, doing typewriting, and getting out report cards and general lists for reference; assisting in the library; and eight young men are helping to serve meals in the dining-room, for which they get their rooms and meals furnished.

"Some few care for the furnaces of near-by neighbors, for which they get one dollar a week. Some have agencies, as that of a biscuit company; for athletic goods, for magazines and calendars, and so on. One is now taking subscriptions for a magazine in competition for a prize. Six of the young men are

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correspondents or reporters for Philadelphia papers, for which they receive five dollars a column. There is a greater opportunity for boys to get something remunerative than for girls; yet many girls do find employment that pays them."

At Ohio State University, Columbus, there are several methods of self-help employed. First, the College of Agriculture uses student labor so far as possible, in carrying forward its operations in crop production, dairying, and the general care of farm property and live stock. This is paid for by the hour. It has always been the means of help to a considerable number of the agricultural students. Second, through the University, occasional opportunities arise for advanced students to assist in the laboratories or in other clerical or technical work for departments. This opens opportunities for capable young men who have been there long enough to demonstrate their capacity and fitness. Third, the Young Men's Christian Association does a very large amount of gratuitous service in locating young men for occasional employment. Among these occupations are Saturday clerkships, which usually pay from two to three dollars for a long day's work, waiting at table for students' clubs or acting as stewards of such clubs, reporting on newspapers, collecting agencies, and so on.

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Working One's Way Through College

A large number of young men at Oberlin secure opportunities to partially support themselves. From one-third to one-half of the Oberlin boys earn a considerable part of their own expenses. A goodly number are entirely dependent upon themselves. On the other hand, it is admitted that some boys who make the attempt to work their own way fail every year, but they are few. Oberlin is a small town and does not offer large opportunities for work of any sort; but it is to be considered that expenses there are light. The citizens are in sympathy with the students and are ready to turn over to them such work as they have to do, provided the young men do it well. Oberlin is anxious to attract self-supporting students and to encourage and aid them. The boy, however, has to seek work and do it well.

I have personally noted during a summer season half a dozen Oberlin boys at work with a "tree surgeon," an expert in treating valuable trees. Some of these youths had been with him three years, and were paid according to experience. The sums which are received per day by the experienced men are decidedly encouraging to youths who seek to help themselves to an education.

The Young Men's Christian Association at Oberlin has a department for Student Help;

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nearly ten thousand dollars has been earned by the men securing work through the Association.

At Drake University it is possible for a young man to earn during the school year from one hundred and twenty-five to five hundred dollars. This may be accomplished by doing odd jobs mornings, evenings, and Saturdays. Some young men in the school earn from two to five dollars every Saturday. During the summer and other vacations they can earn the remainder of their expenses. Work in Des Moines is ordinarily easy for the student to procure and is remunerative.

A recent canvass at De Pauw showed that more than a hundred boys are partially or wholly self-supporting. Of this number all are earning their board or its equivalent, while about half of them are earning both board and room, and a few are doing much better than that. There are a few who earn absolutely all their expenses while in school and during vacations.

The catalogue of jobs at De Pauw varies but slightly from such as have been mentioned. But it includes in addition:

1. Pressing and cleaning clothes
2. Caring for horses and cows
3. Picking apples, cherries, berries, etc.
4. Managing the college paper

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5. Managing other student enterprises
6. Acting as stewards for fraternity halls
7. Teaching public speaking
8. Cartooning
9. Mending shoes
10. Answering telephone calls at college dormitories

One young man states that he has been at De Pauw five years, and has not known one worthy student to leave school permanently for pecuniary reasons. He advises, however, that the prospective student should arrive with at least fifty dollars. He says he is earning at present three and a quarter dollars a week, besides board and room.

At Evanston Academy the care of a furnace pays from one dollar to one and a quarter per week. Five furnaces will pay for one's board and room. The time taken encroaches but little on study hours; the student goes twice a day in moderate weather to the houses he serves. He may be able to care for five furnaces in an hour and a half at morning and the same at night. A newspaper route pays the same as a furnace, but the time employed is longer; there is a constant demand in winter for carriers. Irregular work is paid for at the rate of twenty-five cents per hour. While the apparent cost at Evanston

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is higher than in many places, the opportunities for work are numerous, and it is well rewarded.

As instances of success there of this kind, we may cite the following. A young Canadian entered that school with twenty-five dollars, and soon found work at his trade, that of a sign-painter. His first task was the painting of a large furniture van. He waited on table during summer months. He secured regular employment with a firm of blacksmiths and wheel-wrights, doing all the wagon lettering.

Another, also a painter, at once received enough for living expenses; he soon got a better job, one that paid from eight to ten dollars a month besides living expenses. He became waiter on table at a large boarding-house where there was a gentleman afflicted with heart disease. This gentleman required a special treatment and so paid the cost of the young man's frequent trips to Chicago to learn the process and then hired him to administer the treatment for an hour each evening, paying five dollars per week. When summer came, the two went to a resort, where the treatments were continued.

Several students at Evanston have been members of the United States Life Saving Crew, whose station is a few steps from the Academy.

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Members receive sixty dollars a month from April to December, and have their service so arranged that the men are able to attend classes in the Academy or College. Eligibility is determined by experience in boating and sound bodily health. Certain students have received appointments in the Evanston Police Department. One has sold Oriental rugs on commission. Evanston students have also earned money by waxing and polishing floors; putting up and taking down storm-doors, windows, and screens; conducting agencies for school emblems, fountain pens, stationery, kodaks, and so on.

Another student went to Evanston without clear intentions as to earning his expenses. After he had been in town a short time, an uncle wrote him that he had a large lot of honey on hand and needed to turn it into cash. Would the young man help him to do this? The honey was sent and was sold to the boarding-houses of the city. One hundred and twenty-five pounds were disposed of the first hour. The task proved so agreeable that the student since that time has had weekly remittances of honey and eggs from the country, which he has sold on Saturdays. His trade has so increased that during the past year it has more than met all his expenses.

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Another landed in Evanston with five dollars. He took such work as he could find on the campus, odd jobs, furnaces, waiting on table. During the vacation of another student he took his position as coachman, doing this to his own advantage and keeping the job for the other man while he went home for Christmas. He set type for one of the town papers during the night preceding publication. He secured a free room, and found that by working three or four hours a day he provided for nearly all his expenses.

Another was brought up on a farm. He later became a locomotive fireman, then a truckman in the stockyards of Chicago. He worked as a painter, then as salesman in a department store, and last, before going to school, as a switchman in a Chicago railroad yard. At Evanston he did his own cooking and roomed over a barn. Later he accepted work at a boarding-house where he was so faithful that he was granted a comfortable room, board, and other items of regular expense.

In Ohio University, Athens, about sixty boys are paying board by work. Twenty-five act as waiters; ten run boarding-clubs; eight earn from six to fifteen dollars a month as janitors of clubs, rooms, and churches. Reporting, collecting laundry, agencies for firms, clerking, and odd

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jobs are some of the means of self-help there. One youth who later attended that institution was teaching a country school when he decided to go to college. He was graduated after five years; and his salary, which before was forty dollars, is now twice as much.

Wooster University reports about fifty per cent of its students as working their way partially or entirely. Tufts College, Boston, has a Committee on Student Employment. The Young Men's Christian Association Bureau at Ohio Wesleyan University gives its help to young people seeking work. At Union College, Schenectady, there is an Employment Bureau; students there earn from two to four dollars a week during term-time without seriously interfering with studies. Tulane University, New Orleans, has an efficient Bureau of Self-help.

At the State University of Iowa, many can earn in whole or in part their expenses by waiting on table, tending furnaces and similar jobs. The Young Men's and Young Women's Christion Associations conduct a free labor bureau, which is at the service of the students. At the University of Rochester, the Registrar looks after student employment in the city, finding work in teaching private pupils, etc. Those who

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are skilled in useful arts are declared to have the best chances there.

At the University of Wyoming, many young men earn their way. In the University of California, the Young Men's and Young Women's Christian Associations act as bureaus of self-support. At Brown University, the Young Men's Christian Association helps pupils to find work.

At Leland Stanford Jr. University, the principal ways of earning are waiting on table, doing stenographic work of various kinds, assisting in the laboratories, canvassing for books, magazines, etc. The greatest number are employed as waiters. Next on the list come the stenographers, as there is constant demand for work of this kind in connection with that institution. Quite a number of the students aid the professors in caring for large laboratory courses. Some few are engaged in correcting papers, and a certain per cent by their hustling and energy are able to make enough while canvassing during the summer to cover their expenses for the remainder of the year.

At Boston University College of Liberal Arts, the students have the advantage of situation in the heart of a great city. This means employment of all kinds. This school adds to the list of jobs already noted:

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1. Acting as secretary
2. Service in hotels
3. Service in private families
4. Work in churches
5. Work in social settlements
6. Work in places of entertainment

At Northwestern University some students have found employment as follows:

1. Acting as special policeman
2. Pumping pipe organ
3. Janitor in a flat
4. As barber
5. As preacher
6. As typesetter
7. As nurse
8. As piano tuner
9. As player on pipe organ
10. Addressing envelopes
11. Acting as pallbearer

It should also be noted that in addition to the splendid efforts of students at Evanston to earn their way through college, the heroic struggles of some of the men in the professional schools there are very successful. The course in the medical school is most exacting, yet many of the men are constantly setting inspiring examples of ambition and industry. One man earned two-thirds of his expenses during his freshman year, and all expenses for the two succeeding years, by a paper route, which with its early hours and constant exposure in all weathers, was especially hard. During his senior year he waited on table, having sold out his route.

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A unique example of how work may be crowded in between lectures and clinics is furnished by a colored student, who for two years acted as porter on the Twentieth Century Limited between Chicago and Cleveland. He left Chicago at 2:30 P. M. one day, returning at 7:30 the next morning. He attended school all that day and next morning, leaving on the same trip again at 2:30. His earnings averaged eighty dollars a month and he maintained an invalid father, a mother, and a sister during his course. Another Northwestern man, by a paper route, earned all his expenses for four years and had one thousand dollars in the bank when he was graduated. He earned over a hundred dollars a month on an average, and was married before the beginning of his course.

Several students there are teachers; one is instructor in psychology in a prominent school. Many earn room, or room and board, and often some additional cash, by caring for doctors' offices, clerking in drug-stores, or doing janitor work. Many are guards on the elevated or conductors on the surface lines. One man kept a medical book-store; one was a clerk of elections; one earned his third-year expenses by taking charge of a boys' club in a social settlement, and his senior expenses by looking after an invalid at

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night. Some address mail matter, and some heave coal, welcoming any job that helps to pay the cost of their education.

Williams College reports certain youths as doing well with the business of hauling and handling trunks, managing laundries, acting as summer guides and gymnasium assistants. Purdue gives an example of marked success in making and selling programmes of college games. Minnesota had a youth who for a time acted as assistant of the County Recording Clerk. At Syracuse many help themselves; the matter is in the hands of the Secretary of the Young Men's Christian Association, who works up positions, looks after locating students in homes, and makes himself generally useful.

The Student Help at the University of Michigan is in the hands of the Graduate Secretary of the Students' Christian Association. Albion College has an Employment Bureau, consisting of three members of the faculty, and it is generally understood throughout the city that persons needing help can procure it promptly by telephoning this committee. A number of students find regular work at specific hours in certain shops and factories, and some of them put in a full day on Saturday.

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In Chicago, one summer, there was a strike among the stokers on the lake boats. The boat lines advertised for stokers, and it proved hard to find men. Half a dozen University youths took jobs for six weeks; they enjoyed it greatly and said they had had the time of their lives.

A certain mother had two boys and a little money; she gave a small amount to her sons, and they went to Yale. There they bought a restaurant, managed it, and hired other students to work for them. They made a success of the enterprise. The proprietors found it somewhat difficult to maintain strict discipline with their fellow students who were also their hirelings. One day one of the owners was walking through the place inspecting it, during meal time. He saw one of the boys carrying a plate of soup, but carelessly having a finger in it. He said sternly, "Take your finger out of that soup." The other smiled and retorted, "Why should I? It is n't hot." This brought a laugh from customers, and the youthful owner thereafter admonished his employees in private.

Elbert Hubbard says, in a pamphlet endorsed and reprinted by that institution:

"At Tuskegee there are nearly sixteen hundred students and one hundred and fifty teachers. There

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are two classes of students, 'day school' and 'night school' students. The night school students work all day at any kind of task they are called upon to do. They receive their board, clothing, and a home; they pay no tuition, but are paid for their labor, the amount being placed to their credit; so when fifty dollars is accumulated they can enter as day students.

"The day students make up the bulk of the scholars. Each pays fifty dollars a year. These all work every other day at manual labor or some useful trade.

"Tuskegee has fully twice as many applicants as it can accommodate; but there is one kind of applicant who never receives any favor. This is the man who says he has the money to pay his way, and wishes to take the academic course only. The answer always is, 'Please go elsewhere. There are plenty of schools that want your money. The fact that you have money will not exempt you here from useful labor.'

"The Tuskegee farm consists of twenty-five hundred acres. There are four hundred head of cattle, about five hundred hogs, two hundred horses, great flocks of chickens, geese, ducks, and turkeys, and many swarms of bees. It is the intention to raise all the food that is consumed on the place, and to manufacture all supplies. There are wagon shops, a sawmill, a harness shop, a shoe shop, a tailor shop, a printing plant, a model laundry, a canning establishment. Finer fruit and vegetables I never saw, and the thousands of peach, plum, and apple trees, and the vast acreage of berries that have been planted, will surely some day be a goodly source of income."

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At Tuskegee, in the night school, students have opportunity to work out all or most of their expenses. Tuition is free. Day school pupils are given an opportunity to work out from one and a half to three dollars a month on their board.

It should be noted by way of warning to the inconsiderate that there are certain methods of earning at school that come under the ban of the authorities and involve lack of moral discernment. For instance, some indigent pupils at different schools have been known to sell their note-books to rich but idle youths. Sometimes large sums have been paid for these. This sort of thing is branded as dishonorable, is against the regulations of the colleges, and is severely punished when detected.

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CHAPTER V

STILL MORE WAYS FOR YOUNG MEN TO EARN AT COLLEGE

We need not so much an increase in beneficiary funds as an increase of the opportunities for students to earn their living. Aid in education, if given without exacting a corresponding return, becomes demoralizing. If it is earned by the student as he goes, it has just the opposite effect.— PRESIDENT HADLEY of Yale.

AT the Temple University, Philadelphia, the authorities endeavor to find positions for such of the students as need them. Many have secured work. Any one going there should have money enough to see himself through for six months. It is necessary for students to register, as employers wish to see personally those they intend to consider as applicants for work. If one takes the evening classes there, he can readily find work with the department stores during the daytime. If he studies at the Temple during the day he can often get employment in the stores

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on Saturdays and during the holidays. The Temple has an Employment Bureau.

Hampton Normal and Agricultural Institute, for colored and Indian young people, requires that expenses be paid partly in cash and partly in labor. Students who enter the work-class for their first year are given an opportunity to labor for wages six days in a week and attend night school eight months. Work-students usually earn from fifteen to twenty dollars per month, and so are able not only to pay their board for the year but to accumulate a balance which helps to provide their food the second year, when they enter the day school or begin a trade. Pupils in the day-school classes, or those who wish to devote all their time to academic studies, attend four or five days in the week and work for wages one or two days. Their earnings are deducted from their board bill each month.

Atlanta University for colored people has both boarding and day students. The day students help themselves in many ways by doing various kinds of work in the city. All boarding pupils are required to work one hour a day for the institution as part payment for their board. Each student may work two hours a day and thereby reduce the charges for board by two dollars per

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month. The employment is dining-room work, janitor work, sewing, care of the lawns and driveways of the campus, library and laboratory assistance, and miscellaneous jobs under the oversight of the business manager or other officers. During a recent year, two or three students earned a small income by teaching some of the lowest classes. The boarding students seldom do anything outside the institution during the school term.

The Agricultural and Mechanical College of Texas has a fund known as the Student Labor Fund, appropriated by the Legislature for aiding worthy young men in their efforts to get a college education. A limited number of students who have no other means of paying their college expenses are allowed to earn as much as twenty dollars a month from this fund, provided they can do so without interfering with regular college work. The price paid for ordinary student labor is twelve and a half cents an hour, and for skilled labor as much as twenty-five cents an hour is sometimes paid. More than one hundred students are now earning money by various kinds of jobs on the campus, waiting on the tables at the mess hall, assisting in the laundry, firing boilers, doing farm work, milking cows, feeding hogs,

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assisting in the creamery, doing stenography, etc.

The students at Dickinson College help themselves in various ways. Many obtain positions as waiters in the boarding-clubs, and there are quite a number of college positions which are assigned to worthy and needy men.

The students at Bowdoin have made a thorough investigation of this subject, with reports from 192 pupils resident at the college in May, 1907. Of these, 167 earned all or part of their college expenses. The student there who does nothing toward self-support is the exception rather than the rule. These 167 men earned during the year 1906-7, including scholarships, prizes, and incomes of vacations, $37,709. The average amount earned was $225. In the senior class, twenty men earned during that year $5,670; these same men earned during their college course $12,-045. Here then were twenty men in a single class who during four years earned an average of $902.

One senior reported his earnings for each year as follows: $137; $264; $320; $549. Another, who received no scholarships or prizes, reported his earnings as $139; $359; $388; $488. Another, who acted as steamboat clerk in summer, and as proctor and tutor the rest of the year,

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gave his income for four years as $275; $280; $317; $438. Still another earned from $400 to $520 each year working for a daily newspaper. One man earned $319 his first year, and $451 his second year in twelve occupations. Another at the same time secured $473 and $790 as an agent for hatters, engravers, express companies, touring parties, and census bureaus.

Bowdoin adds to our lists:

1. Clerk for Republican State Committee
2. Messenger for bank
3. Work on ice cart
4. Nurse for an invalid
5. Clerk in custom house
6. Bank clerk
7. Conductor on street cars
8. Time-keeper in factory
9. Hotel steward
10. Publisher of Town Directory
11. Railway agent
12. Canning factory clerk
13. Time-keeper for telephone company
14. Government surveyor
15. Post office clerk
16. Fitter in iron works
17. Summer-school teacher
18. Express deliverer
19. Head bell-boy, summer hotel
20. Engineer
21. Helper on electric cars
22. Census clerk
23. Organizer touring party to Alaska
24. Chauffeur
25. Care-taker of house
26. Butler
27. Clerk in drug-store
28. State bath-house attendant
29. Clerk in freight office

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30. Machinist
31. Clerk American Express Company
32. Life guard, Nantasket Beach
33. Paper-mill worker
34. Butcher
35. Dairy farmer
36. Violinist in orchestra
37. Selling medals and pins to high schools
38. Agent steamboat company
39. Assistant shipper at sawmill
40. Manager of sporting camp
41. Purser on steamboat
42. Fisherman
43. Preacher
44. Salesman in meat market
45. Baseball player
46. Night watchman
47. House painter
48. Steward for fraternity
49. Publishing college calendar
50. Inspector in a city gymnasium
51. Assistant in forestry-work
52. Manager of college paper
53. Working on athletic field
54. Art building assistant
55. Agent for athletic goods
56. Caring for grand stand and field
57. Serving night lunches
58. Managing college book-store
59. Sawing wood
60. Automobile agent
61. Insurance agent
62. Destroying pests on trees
63. Soliciting advertisements
64. Collecting bills for merchants
65. Soliciting for correspondence schools
66. Selling nursery stock
67. Conducting newspaper agency
68. Painting battle ships
69. Giving concerts

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70. Selling railroad tickets
71. Working for mail-order house
72. Soliciting for magazines
73. Representing teachers' agency

At Washington and Jefferson, the General Secretary of the Young Men's Christian Association undertakes to find work for as many students as possible, and has succeeded well. There are boarding-houses that employ students as agents and to wait on table. Waiters are also employed in the Academy dormitory. Some of the stores employ students on Saturdays. Probably fifteen or twenty students thus help themselves.

Some students at Allegheny College act as waiters and janitors. The college itself offers work to some twenty-five or thirty each year, mostly providing janitor service at boarding-clubs and some work in the town. At Ohio Wesleyan, the General Secretary of the Young Men's Christian Association conducts a Bureau of Self-help. A number are earning their way. Some engage in paper-hanging, and some in making picture frames for the college. Beloit states that forty-four per cent of the men in college in 1909 were earning part of their expenses, and nine per cent were earning all their expenses.

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Among other means to this end were photography, distributing hand bills, and making pennants. Beloit has an Employment Bureau on a business basis. It keeps in touch with leading manufacturers and other business firms of the city. A careful canvass of the city for employment is made at the opening of each year and at intervals, as seems desirable. At Cincinnati University the Secretary aims to find employment for students.

Leland Stanford Jr. has an Employment Bureau under the Young Men's Christian Association. Some students earn their board by three hours' work per day, or board and room by four hours a day. Some labor as bookbinders, mechanics, carpenters, or stenographers, while domestic work is an avenue used by women. Board and rent are earned by women by waiting on table, washing dishes, general housework, housecleaning. Those who have a trade are at a decided advantage. All must know how to do one thing well. Skill is essential. In the summer, demand for canvassers is constant.

The Polytechnic University College of Liberal Arts and Engraving, Brooklyn, maintains a Committee on Students' Aid, to find work and to recommend for scholarships and loans.

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At Iowa College, the chances are very good for self-support in work about the town. At Adelphi College, Brooklyn, some act as bell-ringers; others have evening work in offices, give music lessons, or act as companions or readers to aged and infirm persons. At Lafayette, some wait on table at eating-clubs or at other boarding-houses; some act as clerks on half holidays and evenings in stores, or as agents for laundry and other matters connected with the student body. At Brigham Young College, Logan, Utah, some are janitors or are given critical work in reading compositions, and some are employed in business houses.

Antioch has at least one-fourth of its students making their way partially, while some are doing this entirely. In Georgetown University, Washington, D. C., those who attend sessions of the Law and Dental Schools in the evening are able to find employment during the day. Some students at Alabama Polytechnic Institute serve as watchmen, waiters, janitors; others tend furnaces, assist in laboratory and clerical work, or find employment as stenographers.

Fort Worth University provides work for a limited number by service in the dining-room and as janitors. For these services they are al-

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lowed about half their expenses of board, room, laundry, tuition, and usual school incidentals. At Miami, a few wait on table; some manage student clubs, tend furnaces, look after laundry, and do house chores. At Columbia, many students reduce expenses by uniting in small groups for light housekeeping.

A Boston newsboy, a Jew, is now in Harvard University. He sold newspapers to carry him through school, and then won a scholarship. He is less than eighteen, and is still as practical a young merchant as you could find, and can often be seen with his bundle of papers just as watchful for sales as if he had never known what it was to enter the confines of Harvard yard.

The Current Literature Scholarship is a unique and important aid to many students. The magazine *Current Literature* has perfected a plan by which it can, on strictly business principles, enable any number of students to secure the money required to pay all necessary college expenses, if they are willing to demonstrate their fitness by the fulfillment of specified conditions. A Scholarship Fund, open to any young man or woman of intelligence and good character, and available in any recognized college in the country, has been established. The details of the

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project have been submitted to leading educators of the United States, and have received the written endorsement of college presidents in nearly every State in the Union. In the year 1908, thirty-eight students in all qualified under this fund. The college year 1909-1910 opened with sixty-eight *Current Literature* students in forty-seven different colleges. The experiences of many successful student workers have shown the plan to be practicable and relatively easy. A period of nine months from the date of enrolment is allowed to fulfil the scholarship requirements. An average of less than two subscriptions for each working day is sufficient to qualify a candidate who is so situated that he can devote only a little spare time each day to the work. High-school scholars and students already in college are of this class. But it is not necessary to take anywhere near the full nine months. One young man got nearly half of the required 350 subscriptions in four weeks. Three months, about the length of the summer's vacation, is therefore ample time in which to qualify. The cash value of such a scholarship is $525, for the first year; renewals and new orders may produce the same amount each succeeding year of the course.

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HOW TO PAY COLLEGE EXPENSES

"I often see in the papers the query, 'How can this or that boy or girl get a liberal education?' I used to puzzle myself with it. My father was a comfortable farmer. Two elder sisters had been graduated at Mount Holyoke, an elder brother had, mainly, worked his way through college as a bookbinder. I could not think of burdening my parents with the heavy cost of a college education. So I applied to the agent of a life insurance company for insurance for a sufficient amount to carry me to and through college with what money I could earn by teaching during winter vacations. I found two gentlemen who would keep up the premiums and take the policy in their names as security, lending me the needed money and taking my notes with interest, payable as soon as possible after the college course was finished. So I had no bother about funds.

"Out of college, three years of teaching paid off all my debts. Then I had the old policy put in my own name and have kept it alive for fifty years.

"Any boy or girl can do likewise. If the lenders of the money want a perfect security, make the policy of the endowment kind. I have set a number of ambitious boys and girls on this procedure, to their joy.

"If I were a millionaire with sons and daughters to educate, I would have them do this very thing. It would teach them economy and self-dependence."—A. S. Fiske.

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CHAPTER VI

WAYS BY WHICH YOUNG WOMEN EARN MONEY WHILE IN COLLEGE

Entire self-support is difficult for a student woman but by no means impossible.— OBERLIN PAMPHLET.

I AM convinced that student women have not as yet fully developed their possible ways and means for self-help. There is room for initiative, ingenuity, and energy to increase these possibilities. They have done much and are doing much, but they have not exhausted their opportunities. Young men have applied far more ingenuity in this direction. It may be true that the chances are not equal for both sexes, still the chances for young women are greater than they have as yet discovered.

If young women will study the field of women's work in general they will find many things which they can adapt to the uses of earning their way through college. In fact, however, many women are making their way in school. It should be remarked that the self-help committees of the

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co-educational colleges usually advise women to earn their money before taking up their studies. If they have a position that pays, it is better to hold it, earn and save, and then enter upon their educational course. It is almost imperative that the young woman shall have at least enough money to carry her through her first year at school; then she may have gotten her bearings well enough to be able to find employment the next term.

Yet it is possible for a woman in a college community to find such work from the first as she can do without too much interference with studies, and win at least part of her expenses. Some groups of girls wait on table in the college boarding-houses. Some act as help in homes of professors or others, where they will be protected and treated in such manner as not to hurt their self-respect. Some are able to do typewriting or copying between times. Positions as companions of invalid ladies can sometimes be procured. If one can find market for fancy work, for sewing, for candies, such may often be helpful. Some make quite an income by acting as agents for magazines, for fancy articles, for soaps and such things.

There is a chance for a woman at school to

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make arrangements with a home paper for correspondence, if the paper is fortunate enough to be able to pay her and she has skill and judgment in writing. The girl with a special talent or knack or trade can often utilize this while at school; a good musician or linguist can often find private pupils. Or one may be expert in sewing or in cookery or in the making of special articles, and make this pay.

The woman, in order to make her own way through college, must understand economy, or must learn it. She must set about the problem in a business-like manner. She must consider her strength, and decide whether or not she is capable of carrying the double load of study and outside work. It is to be considered in the choice of an institution that, while a city affords most chances for employment, it is also most expensive; also it must be remembered that a girl cannot go about as freely in a city as she might in a small town. In the city, generally, her employers in a large establishment would be less likely to be considerate and sympathetic than those in a college town, where the college is the centre of the life of the place.

It is advisable for the young woman to correspond with the self-help committees of the

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several institutions, among which she may incline to choose, to find their best judgment, and in general to take their advice. If one has friends who have attended or are attending these schools, she should get their judgment. She may get a too optimistic picture from one, and too dark a picture from another.

Fortunately, as things are, nearly all the colleges for women, and the co-educational colleges, do afford some chances for young women to support themselves in part or in whole. Some proportion of the women's colleges are managed on the basis of giving all the pupils a fixed amount of housework at a calculated rate of remuneration, payable by diminishing the tuition or other charges. Many private colleges arrange for the self-support of some pupils by assigning them certain duties.

The Employment Bureau of the University of Chicago is able to aid a considerable number of women to find employment in housework, the care of children, as companions, and so on. At that institution, sometimes several girls rent a flat, do their own work, get their own meals, and so reduce expenses. One young woman there held a position as church organist. One wrote an essay for the Colonial Dames in a prize

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contest and won $300. One girl waited on table during a summer at a resort, and received, in addition to wages, thirty dollars in tips.

Several girls in Chicago worked their way through from the high school. They were personally introduced to the Dean; later got service in the library, laundry, and School of Education; among other duties, they took charge of kindergarten children going to and from school in the omnibus. Some there act as clerks. A number are employed in the Domestic Science Department; in the cooking school they prepare materials; and so on. There are also positions to look after children during certain hours.

At the University of Wyoming, twenty young women in one year received room and board from the ladies of Laramie in return for light household work. Four young ladies at Ohio University, Athens, Ohio, formed a self-boarding club, and proved that they could have good food at one dollar a week per person.

Concerning the Western College for Women, Oxford, Ohio, President John Grant Newman states:

"Young women do help themselves here, though very few do all. Expenses may be lessened by office work and by extra domestic work. Office work counts

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$50 for an hour a day throughout the year. Some give as much as three hours, and gain $150. Extra domestic work is not so well paid, for that is not skilled labor."

For the student women at Cornell, opportunities are not so plentiful as for young men. But a number of women at Cornell earn their board and room by working in private families, especially those of professors, at such employment as waiting on table, housework, or looking after children. Others are engaged in sewing and mending, shampooing and manicuring for other girls, tutoring, copying, selling candies, and so on. Student women should address the Secretary of the Cornell University Young Women's Christian Association.

Oberlin opens opportunities to self-supporting young women at that institution. It is true that entire self-support for a woman there, as elsewhere, is difficult, but by no means impossible. There are always some women in Oberlin College who rely entirely on their own efforts, and many more who earn part of their expenses on the ground, or who are using money which they have earned and saved. The authorities state, however, that it is not every young woman who desires an education who should attempt to obtain

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it by self-support. Those who are in delicate health, those who have never earned money for themselves, or, if earning, have not learned to save, should not try it at Oberlin. Also such as could find further education at their home school, such as are decidedly inferior in scholarship, young women who do not know how to do housework or who dislike it or are ashamed to be known as working for money, should not expect to support themselves in college.

Nothing at Oberlin can be depended on but housework, unless a young woman understands some branch of skilled labor like dressmaking or manicuring. There is little difficulty in finding housework, although the compensation is small, twelve and one-half cents per hour, taking from four to five hours of work a day to pay living expenses, in a good family. This is too much for a young woman to attempt if she is to carry full work in school, but she can very well pay part of her expenses by housework. A newcomer can rarely get other work; in Oberlin waiting on table is done by young men; opportunities may be found to work for board, but these cannot be promised to young women with certainty. It is better to work for several years and save a considerable sum before entering college. If

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a young woman can command a fair salary, she should hold her place for a series of years and go to college with money enough to take her course with comfort.

At De Pauw a few girls are self-supporting. At Baker University there are frequent chances for young women to assist in housework in return for home privileges, but no young woman should expect to be able to carry full college work and earn her board and room rent; in such cases a year longer is usually required to finish the course. At Evanston Academy, during 1908-1909, five times as many young women could have obtained domestic service as desired to accept such labor. One girl earned one hundred and five dollars in the semester in housework and care of a child. Another earned the equivalent of one hundred and fourteen dollars. A third earned one hundred and twenty dollars in one of the women's halls. The main reliance there of young women needing to earn their way is in the lighter domestic service of Evanston homes. Such students are not regarded as kitchen servants but are treated with consideration and given the necessary time for class work and study.

At Albion, young women frequently make

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their way by domestic service. Bryn Mawr provides a few positions as assistants in the library and as postmistresses. Wells has a limited number of annual scholarships, varying from thirty to one hundred dollars, for well-prepared pupils who need assistance; it has loan scholarships, to be repaid without interest; it has a few prizes. It also provides positions as assistants in the library or book-store.

The Woman's College, of Baltimore, has two fellowships of five hundred dollars each. Mount Holyoke has a Loan Fund, providing not more than one hundred and fifty dollars a year, and not more than three hundred dollars to any one student during the course. It has a few scholarships which provide for part of the tuition, but these are not available till after one year at the school. Vassar has a Students' Aid Society; certain scholarships are assigned as loans to applicants passing without conditions the entrance examinations. It has also prizes and honor scholarships.

Wellesley has scholarships for undergraduates and scholarships and fellowships for graduates. Wellesley Christian Association states in its general report that under the work of its General Aid Committee it aims: (1) To procure work

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for those students who wish it, and workers for those who desire to have work done. This has included laundry work, sewing, stitching and mending of all kinds, reading aloud, copying, printing, typewriting, cooking, and cleaning. (2) Exchanges. Second-hand furniture and books are bought and sold through the furniture and book exchanges, being a great convenience to the members of the college as well as profitable to the students in charge, who receive a commission for their services. A sewing machine, owned by the Association, is in charge of this committee and rented by the hour.

Some years ago two needy girls at Wellesley rented a picturesque house near the school, fitted it up as an inn, and made it so popular among the other girls that they earned enough to educate themselves. This is now owned by the college.

Smith has a Students' Exchange. To make the Exchange more efficient, a system of registration by card catalogue is in use. Ninety-three students registered in 1908-1909, besides eighteen members of the incoming freshman class. These numbers do not represent all who are working their way through college, but it is expected that another year every student desiring pecuniary assistance will register, in

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order that the Exchange may be the bureau through which all work is given out and to which all requests for student labor are sent.

The Exchange has sought out many kinds of work. Students wait on table or wash dishes for their board; one has charge of the furniture and book exchange; others take care of children, wash dishes in the afternoons at the Club-house, do typewriting, neostyling, and clerical work, clean house, launder shirt-waists, press gowns, polish silver, act as official guides, do shampooing and massaging, take charge of the reading-room in the Students' Building on Sundays, and of the cloak-room at dances, make cookies and candies, pose at the Burnham School, copy music, act as agents for firms who wish a market for their merchandise at college, and so on. On the sixteenth of December, 1908, a fair was held. Thirty-eight students put articles into the fair, and they received one hundred and ninety-two dollars. The Exchange netted twelve dollars from the lost and found articles.

At such colleges as Smith there are many rich girls who provide opportunities for others to do many things for them, and for which they are able to pay well. Some have developing plates, and develop pictures for others. Smith has

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scholarships, from fifty to one hundred dollars each. It has also prizes and six fellowships of five hundred dollars each. The Smith Students' Aid Society offers loans of varying amounts to approved students from the three upper classes.

Professor Hoadley writes in regard to Swarthmore:

"Some of the girls help in the library and some in the post office. Some have their homes in private families, where they receive their board for services rendered. Some care for children, and there are three who are doing typewriting for college professors, for which they get the usual rates."

At Converse College, Spartanburg, S. C., there are two students who conduct a stationery room for other pupils; the college has no employment bureau. At Elmira College some act as assistant librarians and in clerical duties. All juniors and seniors who need money register applications as tutors; as required, these are employed through the office.

At Vassar, several years ago, one young woman made aprons for the pupils of the Art Department who required these in their work; she sold a great many. Another made posters and was very successful in disposing of them.

Many ways of earning money have been

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devised at various schools for women. One young woman in vacation played a piano in a store that sold cheap music, and was well remunerated. Some, at school, retail bananas and other fruits. Some do a thriving business in preparing and selling home-made candies. One girl put on skirt-bindings for her fellow pupils; she had a notice on her door, which read, "Rebinding of skirts done here."

One young woman who lived on a farm made some money, in view of going to school, in this way. She had twenty-five dollars, and with it bought five calves, which she kept three months and then sold for fifteen dollars each. She then bought fifteen more calves. One day she was driving on the road when she saw a woman passing with a calf in a wagon; she stopped her and asked what she was going to do with it. She learned it was for sale, and made an offer which was accepted. She said, "Drive on to our place." Thus she was always on the lookout for a bargain. In two years she had in this way made five hundred dollars. It is true she had the advantage of not having to pay much for keeping her stock, as the farm took care of the feed question. She was successful also in buying and selling horses. She attended a sale, bought a horse on six months'

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time, and within a year had cleared two hundred dollars on her bargain.

Many girls teach or act as clerks, save their money, and then go to school. Some teach or work and go to school, year about until they get their degrees. One girl who lived in the country, daily walked two miles to the cars, rode two miles to school, and when in the town, where the school was located, helped in a family.

At Beloit, a number of young women help themselves by clerking, tutoring, agencies, working in dormitories, housework, serving at dinner, and service in the library. Rockford College has no employment bureau. The President writes:

"It is scarcely possible for a girl to do good college work and at the same time meet her expenses through her own efforts. I do not think that, as a rule, she has the physical ability to do this. Some of our girls can help themselves to the extent of $50 or $100 during the college year, but that is about all."

Near Mt. Holyoke is a place called Green Pea. Once, on the college blackboard, this announcement appeared: "Girls wanted to pick apples at Green Pea." The humor of this appealed to many of the girls, and they made a lark of the apple-picking, besides getting paid for it. This

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college retains a little of the Domestic Work plan on which it was established; originally this was on a larger scale; now fifty minutes daily for each girl is assigned to some light domestic work, as dusting, for example. The rough work is done by employees. Charges are relatively small there, and this is partly on account of the domestic work that is credited on account. Some girls there earn something by agencies for various articles that are wanted by the others. They also do some typewriting for the officials. They also sell pictures of Deerfield, the neighboring town. Some are tutors and readers in various departments. Scholarships are available after the first year. This college has a Press Club, under the English Department, and many report for Springfield and other newspapers. One girl helped in the library, did much there, and got through in five years.

One women's college principal states that if she were undertaking in youth to get an education she would borrow the money and bank on the future to repay it. This of course would be wise or unwise under different circumstances. The woman who has proved her ability by becoming head of a college might safely do what others should not undertake. Then, many can

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not borrow large sums. Again, it is not always wise for a girl to put herself under financial obligations to men. All these things have to be considered. Where a girl has real ability, and has relatives or women friends who have faith in her and will lend her money, this may be the simplest course.

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CHAPTER VII

EXPERIENCES OF A WOMAN WHO EARNED HER EDUCATION; ALSO, CONDITIONS IN THE COLLEGE OF WHICH SHE IS PRESIDENT

Where there 's a will there 's a way.

I AM able to cite the inspiring success of one well known to me, a distinguished woman, who earned her own way from the age of sixteen. She is now the President of the Oxford (Ohio) College for Women, Jane Sherzer, Ph. D. (Berlin University). She was born and reared in Franklin, Ohio, and attended the public schools of that town. When she was graduated at sixteen from the High School of Franklin, she became teacher of a near-by country school. She held that position for two years, at an annual salary of five hundred dollars. Living with relatives in the country and in the town, she saved the greater part of her salary, and with this money in hand, she entered Ann Arbor.

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After two years there, she was made Principal of the High School of her native place, a position she now declares she was at the time unfitted for; but interviews with a number of successful men who were her pupils indicate that her occupancy of that Principalship was eminently valuable to them. An uncle of Dr. Sherzer, a physician, had extravagant ideas of the endurance of the human body, and he gave the young woman advice to study daily six hours in addition to her preparation for her school work and the discharge of her local duties. At the end of two years, she was suffering from an attack of nervous prostration, which lasted about a year and a half. This time of recuperation she spent at her father's home.

On recovery, she returned to Ann Arbor, supporting herself with savings from her High-School salary. On completion of her course at Ann Arbor, she became a teacher at the Oxford College for Women, remaining several years, and meanwhile taking a trip to Europe. For some years thereafter she taught during the college terms and annually visited Europe. Having accumulated sufficient money for her purposes, she prepared to enter the University of Berlin to try for the degree of Ph. D., that degree from that

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university being one of the most coveted of scholastic honors.

After having braved the many difficulties of entrance there, it being almost impossible a few years ago for a woman, and, in particular, an American woman, to gain admission there as a regular competitor for a high degree, she began her course. By "working like a slave and living like a machine," taking as good care of health of body as of mind, she won her degree in much less time than that consumed by the majority of male students there.

Having gained by her own efforts as good an education as the world affords, Dr. Sherzer is an especially valuable counsellor for other young women in regard to their possibilities. Dr. Sherzer states that the young woman who proposes to earn her own education should first of all make it a business to learn how to take care of her health. She maintains that the girl of average good health and constitution can make her own way if she knows how to do it and obeys the laws of her nature. It is not so much the effort that harms as lack of wisdom as to exercise and rest. Her temporary break-down came from utter ignorance of the laws of nature and from attempting the impossible. When she had learned how

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to care for health, she was able to pass through the ordeal at Berlin without injury. At Berlin, she divided her periods so that she could walk back and forth to the University; she never studied long at a stretch, but sandwiched walks between study and recitation.

She believes that it is better to aim to get through the school period as early as possible, thinking it unadvisable, as a rule, to teach a year and then go to school a year. At least she feels it best to save enough for two continuous years of study; then two years, if necessary, of working and saving; then, the final two years. Otherwise it is easy to get out of the college spirit and lose the advantage of what has been gained. Her advice is to start to college as soon as may be possible, to attend a college where there are helps or opportunities to aid oneself, and to keep on if possible to the completion of the course. There are advantages in beginning the life-work early. Of course, she does not discourage such as find her plan impossible; she indicates what she thinks the more desirable way.

In general, she thinks it is harder for a young woman to earn as she goes in a co-educational school than in a woman's college. She was not personally acquainted with more than two young

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women at Ann Arbor who were earning their own way entirely; one of these did all the buying and ran the household for a sorority. But on the other hand it is true that in many co-educational colleges, at State Universities, the expenses are so low that it is relatively easier to earn sufficient beforehand or between times. In general, the women at co-educational colleges do either provide themselves with funds before entering school or they work between years. Some girls at co-educational colleges, however, work while at school; at Miami a girl is assistant in the gymnasium.

Dr. Sherzer says:

"Most certainly a girl can earn her education. I know many who have done so and many others now so engaged. I should try to earn while at school, if strong. It takes so long to stop a year and then study a year. If bright and strong, one should go ahead. If one cannot do this, then she should teach or do other remunerative work two years, then go to school two years. If one has to make a break in the course, the best place to do so is between the sophomore and junior years."

At the Oxford College for Women, in 1909-1910, there were thirteen girls earning their way in whole or in part. Most of these were earning their board, room, heat, light, and tuition in all the regular branches. One had taught elocution

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three years, entered the freshman class, and is taking care of the library and selling books and stationery. She receives three hundred and five dollars per year, the total of the college expenses. She gives but a small part of her time, has carried the full course, and now takes extra work. There are dozens of candidates for such positions.

Another girl supervises the music practice, and rings the bells every fifty minutes during the day. She is employed to go around at these fixed times and see that every girl is in her place; the time must be exact. Another is acting as the private secretary of the President; she is a good stenographer and typewriter, and is earning her entire expenses. If an inexperienced girl is at this work, she gives four and a half hours a day; in the case of an experienced one four hours is sufficient; this time is divided up to suit her studies.

Says Dr. Sherzer:

"We have in our music class a brilliant girl, who teaches beginners for her board, room, etc. We, so far as possible, make positions for such as need them. One girl sweeps ten small rooms, that have painted floors and rugs, takes care of three bath-tubs and one sink; she earns all her expenses. The college is in many cases paying double prices, but is glad to do so.

"We have eight girls who do dining-room work and get all their expenses. We pay three times as

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much as unskilled labor could earn. These girls wait on the tables for one hour and a half daily; then give one hour in the morning, one and a half after lunch, and one hour after dinner. For the five hours' service a day they get the equivalent of three hundred and five dollars a year. They do not go into the kitchen. They set tables, clear tables, clean silver, wash dining-room dishes and glasses in a butler's pantry; they have to dust and to wait on table.

"We are helping twenty-eight other girls with scholarships. Eleven earned high-school scholarships. Seventeen others have obtained these by special favor. We give scholarships to daughters of clergymen. We offer a scholarship to the highest girl senior each year in any first-grade high school; this carries the tuition."

As indicating how girls are helped at many schools, it may be remarked that scholarships are often given to daughters of persons of influence as an advertisement. Also, when a girl is a striking leader, who can bring other pupils, a school is likely to consider her a desirable addition and to give her a scholarship. One school helps sixteen girls, who are given two-hundred-dollar scholarships for four years, by letting the parents of picked girls pay only one hundred and five dollars a year, and allowing them to pay this by the month, if desired. This often suits salaried men. These are apt to be daughters of educators.

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CHAPTER VIII

SPECIAL STATEMENTS FROM LEADING COLLEGES FOR WOMEN

I am an advocate of a good general academic education for both a young man and a young woman. Give the young men and women a good general foundation, and then they can choose intelligently for themselves.— JAMES M. TAYLOR, President of Vassar College.

AS affording several points of view on what young women can do to support themselves at school, it is well to quote the following personal letters sent me by such important colleges for women as Wellesley, Wells, Pennsylvania, Lake Erie, Elmira, Baltimore, Vassar, Smith, and Mount Holyoke.

From Wellesley the secretary of the President writes:

"I shall try to give you a few facts regarding self-helping young women in Wellesley College, and the means provided for their support. My belief is that at least one-fifth of our students are earning a part of their support. The payment for such work is

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usually applied either to incidental expenses or to board. The tuition, $175 a year, remains an item not easily reached by any of the gainful occupations open to young women in this college.

"We have both a teacher's registry and a bureau for self-helping students in college. The former refers mainly to positions outside of the college, but nevertheless bears a certain share in the relief of self-helping students within the college. The latter organization is under a committee of the Christian Association, and is actively engaged in making known to students such opportunities of gainful employment as arise or as can be found within the college and its environment.

"I doubt whether the chances of young women students compare favorably with those of young men as far as opportunities for work within a college are concerned. Perhaps the cases would be more nearly equal if the college for women were situated in the midst of a large city like New Haven or Cambridge. In the case of a college situated like Wellesley, near a small village but too remote from a large city to afford convenience in employment, most of the work that can be carried by women students is of the kind that is but poorly paid. Tutoring is rather the best as regards remuneration, but that is under pretty careful regulation by the faculty, and does not afford employment to a very large number within this college."

The Dean of Mount Holyoke writes:

"There are four opportunities at Mount Holyoke

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for undergraduates to help defray the expenses of board and tuition. Two of these openings are in the department of Art, one in the Library, and one in the department of Chemistry. The students holding these positions have one-half of the charge for board and tuition remitted. A number of students earn small sums to help defray incidental expenses by tutoring, by taking care of rooms, by mending, or by selling articles in demand among their fellow-students. There are also two or three who receive their board in an off-campus house in return for services as table waitresses.

"We have no employment bureau at the college. Our domestic work system, which requires a small amount of time each day to be given to household duties, lessens the opportunities for self-help that are found in some other colleges; but on the other hand, this arrangement enables us to keep the price of board and tuition at a lower figure than is charged in a number of places.

"I do not think the opportunities open to young women in this respect compare at all favorably with those open to college young men. There are comparatively few occupations that a young woman can carry on in connection with her college work, whereas a large variety of occupations are always open to young men."

The General Secretary of Smith writes:

"I would say that there are various aids offered to students. First of all, there are scholarships of from fifty to one hundred dollars which meritorious

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students may apply for. Then there is the Students' Aid that lends money to the three upper classes, to be repaid within three years after graduation, if possible. After that time interest is charged. This does a splendid work, and the students who borrow are very anxious to pay back as soon as possible.

"Next, there is the Students' Exchange. This is organized to get work for the students either from other students or from the Faculty and townspeople.

"Students both earn simply incidental money, and also some earn most of their expenses. It is hard work, and no student should attempt the latter who does not have excellent health and good business ability. The opportunities for young women are so different from those young men have in many respects, it would be difficult to compare them."

The Secretary of Vassar writes:

"In response to your request, I am pleased to state that there is some opportunity for self-help at this college. During the first year a student is not given much opportunity for outside work, as all of her strength and energy are needed for the academic work and the adjustment to the college life. There is a chance, however, in connection with the mail service, the library, the monitorship in chapel, and work in some of the offices. It is only in the junior and senior years that students may be approved as private tutors, but a strong student may earn a considerable sum during the last two years by tutoring. All tutors must be approved by the department concerned and by the faculty.

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"We have no employment bureau at present. The assigning of the work is in the hands of the Lady Principal. No agencies are allowed on the campus, and the students may not undertake work away from the college; so that I think the opportunities for self-help are possibly more limited than they are in many of the men's colleges."

The President of the Woman's College of Baltimore writes:

"It is not easily possible for any student in our institution to earn her way through college. It is possible by service of various sorts, such as postmistress, assistant librarian, etc., for needy and worthy students to aid themselves. The chances which young women students have to help themselves by earning money while undergraduates are not so great as in the case of young men. This is naturally and necessarily so. The problem of college administration as related to men and women is an entirely different problem. It would be unfair to generalize without knowing all the factors involved in the problem. The expense for maintaining a college for women is very much greater than the expense for maintaining a college for men."

The President of Elmira College writes:

"Some of our students make a little money tutoring or working in the library or distributing mail, or ringing the class bell; outside of that we do not encourage young women to do much to aid themselves in going through college. We have always found that

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the doing of the required work thoroughly made it almost impossible for a student to take on any other obligation. We have no employment bureau. We have a fund, the interest of which is used each year to aid young women in taking a college course who otherwise could not enjoy it. Our observation has been that young women are not as capable of taking outside responsibilities as young men. Their lack of physical strength is a hindrance, and a limited number of openings makes it difficult for them to find suitable employment."

The President of Lake Erie College, Painesville, Ohio, writes:

"In reply to your letter I would say that on account of our domestic system at Lake Erie College there are few opportunities for young women to earn their way. Every student here is required to give the College some special service, either in domestic or clerical line, requiring thirty-five minutes each day. This practically means that all our students earn their way in part, since the expenses are greatly reduced for all by this arrangement. We have special opportunities for six students each year to do additional work in the office and in the library to an amount sufficient for the payment of board and room, two hundred dollars per year. We have no employment bureau, but the scholarship committee is in touch with those who wish to earn small sums by doing special service for individuals.

"In a woman's college of the character of Lake Erie it is certainly true that a young woman's

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opportunities in this respect do not compare favorably with those of young men."

The Secretary of Pennsylvania College for Women writes:

"In reply to your inquiry in regard to ways and means by which young women help themselves to a college education, we do not find it possible for our students to work their way through their college course. President Lindsay considers it too great a tax on their physical strength, and prefers to give aid through scholarships."

The secretary of the President of Wells College writes:

"We have no particular information to give you, for the reason that the situation rarely arises here. Wells College is situated in a small village where there is no opportunity for the employment of students. The only way in which we are able to assist our students is by giving them certain duties in the library, the book-store, or in charge of the laundry room, occasionally a little accompanying in the gymnasium, etc., and counting this to the credit of a portion of the tuition."

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CHAPTER IX

HOW THE COLLEGES HELP NEEDY STUDENTS

The boy who goes to college at a personal sacrifice is apt to win a higher place in the world than the one who is sent there by an indulgent parent.— RICHARD C. HUGHES, Ripon College.

IN addition to what the students may be able to do for themselves, and in addition to what committees within the schools may do for them in procuring remunerative work, there are several further methods by which the colleges give help.

There are in most colleges, both for men and women, a greater or less number of free scholarships, which furnish all or part of the expenses of tuition. These are awarded to such as are considered worthy.

In many institutions there are also loans provided, under certain conditions. At Harvard, there is besides a Loan Fund, a Loan Furniture Association, a Text Book Loan Library, the Harvard Coöperation Society, etc., all intended to

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help the student in solving the problem of his expenses. At Harvard, the dining-room system provides board at moderate cost; arrangements of the same sort are found at many other institutions.

Harvard has many free scholarships. Its Co-operative Society is a department store conducted for the benefit of the student body. The College is able to help about one hundred men yearly from the Price Greenleaf Fund, distributed in sums from one hundred to two hundred and fifty dollars a year, to undergraduates.

At Chicago, there are remissions of tuition for a limited number of students who are in need of pecuniary aid; these students are expected to render the University some service in return. It has also a Students' Fund Society which makes loans to students upon recommendation of its own committee and a committee of the faculty.

Oberlin has a number of scholarships; in a few cases the entire income of one is given to a single student, but this is usually subdivided. Commonly aid is not given in the first term. There is one free scholarship for students preparing for the ministry. There are about twenty scholarships for self-supporting women. Also there are Trustee Funds, set aside for remission of part of the regular term bills for a limited number of

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students; this is considered a loan; such students may be called upon to render services to the college as an equivalent. Aid is given in meeting expenses of tuition only to such as have been in attendance one term and have shown what they can do. No assistance is given in money except in the form of a loan, but there may be reduction of tuition to the extent of twenty to thirty dollars.

Bowdoin devotes the income of more than $130,000 yearly to free scholarships; the smallest of these amount to forty-five dollars. These are never promised to prospective students, so the college is under no pecuniary obligations to such as prove unworthy during the first semester of the freshman year. But any one who shows himself of good character, and above the average in studies, is sure of a scholarship for the first year.

The Emerson Fund at Beloit provides scholarships for students preparing for the ministry and who need such help. A few scholarships are also available for others. The Dodge Fund in the same institution is for the purpose of aiding young women; scholarships may be granted from this fund. A limited number of needy pupils at Beloit receive help varying from ten to twenty-five dollars; this is promised for only

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one semester, but is continued if good conduct and high standard of scholarship in studies are maintained.

Sons of Presbyterian ministers, and candidates for the ministry, receive at Lafayette College free tuition in the classical course, and are charged but one-half tuition in the technical courses. Endowed scholarships provide free tuition in the classical course and in the Latin scientific course. Aid is also given young men of ability and good character who need it, but the amount depends on the necessities of the individual; it in no case exceeds the tuition in the classical and scientific courses or one-half the tuition in the other technical courses.

Ohio Wesleyan grants scholarships to graduates of high schools of highest grades in their classes; these entitle recipients to free tuition in the College of Liberal Arts, but do not release them from fees in the laboratory or gymnasium, nor from incidental expenses. The college also has patrons' scholarships, established by friends, entitling to free tuition in the College of Liberal Arts and in the preparatory classes. What are known as university scholarships were originally sold in the interest of an endowment fund, and are now held by various persons; when held by

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such as do not have children or friends desiring to use them, these can often be procured cheap.

Allegheny College has the Lindley Endowment, the interest of which is to aid students dependent upon their own efforts; there is a limited number of these. The Ballantyne Scholarship Fund income is for college term fees of sons and daughters of ministers of the Pittsburg Methodist Episcopal Conference, and of young men from that territory who are studying for the ministry. Also it has forty prize scholarships of fifty dollars each for honor students in forty of the best high schools in the patronizing territory of the college. This school has also Educational Society Loans for students who are members of the Methodist Church and show promise of Christian usefulness; the loans are without interest and are to be repaid in full within five years after graduation. These loans are not limited to candidates for the ministry. No aid from any source is given to such as use tobacco.

At Washington and Jefferson, the sons of ministers and of missionaries receive free scholarships; also worthy young men aiming to enter the ministry receive the same. Possessors of old scholarships sold years ago for the endowment fund of either Jefferson or Washington college

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can present these in lieu of fees. Also a part or the whole of tuition charges may be remitted in cases that satisfy the Committee on Student Aid of their need; the remission or reduction is considered a loan, for which a signed note is given, with obligation to repay by work under the supervision of the Committee.

Professor Hoadley states in regard to Swarthmore:

"As at other colleges, Swarthmore has certain funds from which a part of the expenses are paid for students who are in need of help to secure an education. In all cases in which aid is furnished an attempt is made to hold the students to some form of service that can be called equivalent in part at least to the aid received. I have a young man helping in my Physical Laboratory who receives as compensation one-half of his tuition. There are other young men doing similar work in the other laboratories."

At Tuskegee, for colored pupils, the tuition is free, and pupils are permitted to work out part of their board. At Hampton Institute, for Indians and colored students, where tuition is one hundred dollars a year, this may be remitted in whole or in part, at the discretion of the faculty, by the payment from scholarships given by benevolent persons or societies of seventy dollars

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for academic, and thirty dollars for industrial instruction.

Dickinson has a few endowed scholarships. At the State Agricultural College of Michigan there is no charge for tuition except to residents of other States, and then it amounts to only five dollars a term.

Northwestern University has a number of free scholarships. Three of these, paying full undergraduate tuition fees, derive from a gift of three thousand dollars by Catherine M. White; recipients must hold themselves responsible for limited clerical service. Two missionary scholarships are for persons intending to enter mission work in foreign fields; these carry free tuition; preference is given to students from foreign lands. One Methodist Episcopal scholarship is the gift of the First M. E. Church of Evanston, and is awarded by officers of that church. The University Guild Scholarship affords a young woman an income equal to the tuition fee in the college; the holder is responsible for certain duties in the Guild Room. There are also fifty first-year scholarships that are awarded annually to select members of the incoming class.

The College of Liberal Arts of Boston University is able by means of its generous endowments

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to give much direct aid to students to meet their expenses. It has available one hundred and nine scholarships, the income of forty thousand dollars. Most of these are for one hundred dollars a year. Some are for either sex; some are exclusively for women, and some for men. Some are for young men preparing for the ministry. It awards about one hundred and fifty scholarships and stipends each year. This college has also at its disposal a small loan fund and a limited amount of money provided by the Massachusetts Society for the University Education of Women, available for young women in the three upper classes.

At Cornell, students who have been in the University at least two years, with a good record, may apply to the committee in charge for permission to give their notes for tuition fees, or for a loan not to exceed one hundred dollars in any one year, or in special cases for both. Cornell has also State free scholarships that are awarded annually by the Superintendent of Public Instruction; these are equal in number to the number of Assembly Districts in the State. They carry free tuition for four years. If a student holding a scholarship requires leave of absence to earn funds for living-expenses, the President

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may grant this, and allow a period not exceeding six years from the commencement thereof for completion of his course.

Opportunity is given students at Armour Institute to earn their tuition after having attended one year, and then for no longer than six terms. Baker University has a small loan fund; the amount per individual can hardly exceed twenty-five or fifty dollars a year. In the college for women in the same university there are some free scholarships.

Yale has free tuition scholarships in the Academical Department only; the amount is credited on term bills when due. These are at the rate of seventy, one hundred and ten, or one hundred and fifty dollars a year, according to the degree of need and class work. Students intending to enter the ministry receive especial additional aid. Some prefer help in the form of loans, and such is granted, the recipient giving his promissory note, payable eight years after date, with interest after maturity at six per cent. The Andrews Loan Library furnishes needy students with many of their text-books, subject to return in good condition.

Earlham College, at Richmond, Indiana, gives about forty scholarships a year, worth fifty

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dollars each. At Denison University a scholarship covers the tuition.

Certain colleges have no tuition fees for residents of the same States. Others refuse all students from other States, and have no fees. Some have reduced fees for State residents, and larger fees for outsiders. Some have certain free departments, and fees for others. Some are free for such as intend to enter the ministry. The theological schools in general have no fees. Some colleges have free tuition for teachers.

Loyola College, Baltimore, Roman Catholic, has free scholarships. Haverford has four senior scholarships worth three hundred dollars each. It has about fifty others, worth from one hundred to four hundred dollars each. Some are open to Friends only.

The University of Idaho has a Loan Fund. So have the universities of Michigan, Missouri, and Wisconsin. The University of Wyoming is free for all.

Ohio Wesleyan has a loan fund. The University of Iowa has many free tuitions. Amherst distributes annually the income of nearly three hundred thousand dollars among students of character and attainments, who are in need; the sums range from twenty to one hundred and ten

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dollars a year. Brown has a Loan Fund; payment is in cash or in credit on term bills for services rendered.

These statements do not exhaust the data on these points, but rather only suggestively indicate that a large proportion of the colleges are prepared to help such as are in need in some form and to some extent.

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CHAPTER X

OTHER AIDS WITHIN THE COLLEGE

In my twenty years at Bowdoin College, I have never known a man of fair ability and willingness to work who was obliged to give up his college course for lack of funds.— Wm. De Witt Hyde, Bowdoin.

IN many instances the college itself provides work and pays for it. Tulane affords a certain amount of work in the University printing shops and workshops. The University of Rochester furnishes some employment in the library and laboratory.

Brown University gives employment as monitors, assistants in the library and laboratory, in the choir, and as clerks in the Registrar's office. It provides work for two hours a day at a fixed rate of compensation. About six thousand dollars a year is appropriated for service; and employment is given to eighty students, who receive from twenty to forty dollars a term.

In Armour, many students are employed as assistants in the various departments, and the

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service varies from janitor work to assisting the professors in what may be assigned.

Four students at Bowdoin are assistants in the departments of Chemistry, Physics, Biology, and Mathematics, each receiving $200. Two assistants in the departments of Economics and History each receive $100. The Clerk of the Secretary of the Faculty receives over $100. Four monitors receive $15 each; the choir leader, $75; the quartette, $25 each; the bell-ringer, $75; and six proctors, their room rent. Several students are employed as secretaries to members of the faculty. Ten or twelve students act as instructors in the gymnasium at twenty-five cents an hour; they earn from ten to one hundred and fifty dollars a year. Any faithful worker can secure employment in the care of the grounds and buildings at fifteen cents per hour; men make from ten to two hundred dollars at this work.

At Adelphi, Brooklyn, assistance in the library and in the executive offices, and assistance in some of the work of the Academy and the preparatory department, are means of earning provided for students. The Agricultural and Mechanical College of Texas gives work to about one hundred students. At Tuskegee, work is

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provided. Fort Worth University furnishes much employment. Alabama Polytechnic Institute assigns students to various duties and remunerates them.

The University of Chicago has a University Service. Students who are assigned to such service are employed a limited number of hours as clerks or messengers in the various offices of the University, and are paid at a rate varying from twenty to thirty cents an hour, according to the nature of the work. Remissions of tuition to the amount of twelve hundred dollars are granted to the choir, each person receiving a portion or all of his tuition fees, according to his ability. Members of the University Band receive help in a similar way. Another source of income is waiting on table in the Men's Commons, the compensation being furnished in board.

At Dartmouth many act as monitors in the class rooms or the chapel, and assist in the library; a number work for the professors. Leland Stanford, Jr., engages many as laboratory assistants. Columbia provides a large amount of tutoring, as do also Harvard and Yale.

The University of Cincinnati furnishes, in addition to such opportunities as a large city provides, a unique arrangement by which theoretical

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and practical engineering go hand in hand with wages. Certain students are assigned to factories for alternate weeks on pay; thus, by a week in school and a week in the factory, they earn as they go.

Dean Herman Schneider of the University of Cincinnati says:

"We have what is probably the first practical co-operation between a school and a number of manufacturers. The courses which we have are called the coöperative courses in engineering, and they are for the making of mechanical and electrical engineers. The plan contemplates that the young man taking it shall work alternate weeks in shops in the city and in the University. There are about seventy-five of these young men with us now, and in a given week about half are in the shops and about half in the University. The next week they shift, those at the University go to the shops and those at the shops go to the University. The young men are paid for their shop work on a scale of wages which begins at the rate of ten cents an hour and increases at the rate of a cent an hour every six months. They are paid only for the time in the shop, every alternate week during the school year, and every week in the summer except the two weeks' vacation. The course is six years long, and the total earnings of the student during that time are about two thousand dollars. That pays his college expenses or tuition about five times over. The regular college course is four years long,

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and the young man in the coöperative course therefore spends only three years in the University. In this college course we have omitted nothing, abridged nothing; on the contrary we have added something. That is to say, the class of men we are dealing with can do more work in three years than others can do in four years. In a test examination, ninety per cent of the coöperative students passed that examination and sixty-nine per cent of the regulars passed it. The coöperative students had attended but half the time the regulars had been present."

In 1910, Professor Schneider received approximately three thousand applications and inquiries. On account of the limited engineering quarters at the University at present, all but eighty of these had to be refused. But it is expected that the University will be able to add two hundred of these coöperative students a year hereafter. It is expected that the new engineering buildings will soon be completed. Radical changes are being made; the time is to be lengthened from eight to eleven months of the year. August will be the only vacation month of the year for coöperatives, with the addition of enough July days to make it six weeks in all; but each student will get only three weeks of this, for there is to be no vacation from their work in the factories.

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CHAPTER XI

PRIZES AND HONOR SCHOLARSHIPS

Careful investigation made recently by Professor Van Dyke of Princeton shows that the honors of scholarship in our universities go in a very small degree to the wealthy students.

PRIZES and Honor Scholarships have to do with earning one's way through college, but they fall to relatively few. They cannot be counted on. They may be gained or not according to ability and success in competition. The aspiring student is safer who proposes to make expenses by ordinary remunerative work. Let him try for prizes, but let him not count on these to pay his bills.

Nevertheless it is fitting to consider that there are in many colleges and universities prizes to be won by excellence in general or special studies. These are open to all. Those that interest the student who is making his way are the ones that yield money or its equivalent rather than medals of honor.

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There are also Honor Scholarships; that is, such as are earned by superior class-room work. So the student who is fighting his own pecuniary battles can in some instances do this to a certain extent by excellence in study as well as by marketing other kinds of labor.

Some institutions of learning have a great many prizes; others have few; still others offer none.

One man at Harvard, who was making his own way, won in three years and a half scholarships which brought him one thousand dollars.

Dickinson offers prizes in rhetoric, English language, *belles lettres*, oratory, mathematics, declamation, excellence in studies, essay, Latin, English Bible, contest oration, civics, all-round track athletics, and debate. Such a list indicates to some extent also what is the condition in many other colleges. Some of these prizes are in money, from ten to fifty dollars; others are gold medals. It has also Honor Scholarships for some who enter with the best records at high schools, and others for high averages for a year or more at Dickinson. These are from fifteen dollars up; the highest is one hundred dollars.

Tuskegee offers a prize of forty dollars for an essay on an assigned subject. For progress

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in carpentry or wheelwrighting it gives a chest of carpenter's tools. It gives ten dollars for the best progress in studies, and offers twenty dollars for the best essay on "Peace," written by a member of the senior class. It has also a number of prizes, from five dollars up to fifty dollars, for best averages in studies, for progress in any trade, as blacksmithing, etc.

Bowdoin has many prizes. The Smyth Mathematical Prize is for the highest rank in mathematics for two years, three hundred dollars. It offers also prizes for declamation, English composition, Greek, Latin, Commencement prize, public speaking, English, French, the best short story, etc., from twenty-five to fifty dollars. The Noyes Political Economy Prize is the income of $1,000. The Class of '75 prize is for best work in American history, one hundred and twenty-five dollars.

At Washington and Jefferson there are prizes in classics, physics and chemistry, Bible, Old English literature, and natural history. The highest is one hundred dollars; several are gold medals.

Allegheny has a few prizes, in oratory and biology; these range from thirty-five to fifty dollars. Its Honor Scholarships are given to such

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as have the best average in the high schools from which they enter.

Ohio Wesleyan gives Honor Scholarships to those who have the highest average grades in high schools.

Lafayette offers prizes in mathematics, astronomy, Chaucer, Early English Test, Bible, oratory, debate, civil engineering, Latin, historical essay, chemical essay, Old English, physics, etc., from fifteen to fifty dollars; also gold medals.

Beloit offers prizes in declamation, Greek, extemporaneous speaking, the best archæological collection presented to the museum, essay on American citizenship, essay on the fine arts, Latin, oratory, from twenty to fifty dollars.

Evanston Academy has several small prizes in oratory and debate. De Pauw has three small prizes in debate.

The University of Chicago has Tuition Fee Prizes and Honor Scholarships. Some Honor Scholarships are assigned on entrance for excellence of work in preparation for college. Twenty Honor Scholarships are assigned each June to the twenty first-year students in the junior colleges who have the highest records for the past three terms. It offers also a number of prizes in

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contests in public speaking and debate; each successful contestant receives a scholarship, yielding the amount of the tuition fees for one quarter. Four hundred and eighty dollars is annually awarded in scholarships to the winners of the University Debates.

Tufts College, Boston, offers prizes and Honor Scholarships. St. Lawrence University, Canton, New York, does likewise, as do Ohio Wesleyan, Union College, Tulane University, the University of Illinois, the State University of Iowa, the University of California, the Universities of Missouri, Wisconsin, Texas, Idaho, Georgia, Michigan, and Rochester. Haverford offers some prizes, but Leland Stanford Jr. has none.

Cornell has six hundred New York State Scholarships that are awarded on the basis of competitive examination, granting tuition in any college or department of the University; these may be competed for only by students from the public schools of New York State. (Tuition is free to all students in the New York State College of Agriculture and all New York State students in the New York State Veterinary College.) It has also eighteen University Scholarships, each with an annual value of two hundred dollars for two years; these are thrown open to

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competition for all members of the first year class. It has also many prizes in money and medals, from twenty to one hundred dollars.

At the College of Liberal Arts of Boston University certain scholarships are competitive; some are for women alone, but must be competed for; the sums are one hundred dollars a year.

Oberlin has twelve Merit Scholarships; four of these of one hundred dollars each, four of seventy-five dollars each, and four of fifty dollars each.

Northwestern has numerous prizes and Honor Scholarships, both for men and women; the prizes are one hundred dollars each.

Harvard has so many prizes and Honor Scholarships that they would need a separate chapter. Readers who are interested might profitably write to Cambridge for that University's own printed statements.

Yale likewise has a long list. It annually gives about five thousand dollars in the form of Special Scholarships to men of character who have shown ability as scholars; candidates for these are selected by the faculty, and they should not be applied for. It gives about two thousand dollars a year, as prizes for excellence in various lines of study.

Bryn Mawr, for women, has eight competitive

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Entrance Scholarships, four of the value of three hundred dollars and four of two hundred dollars each. It has also a number of others that carry free tuition.

Columbia offers Honor Scholarships. Cincinnati University Graduate School has prizes. Massachusetts Institute of Technology has prizes and Honor Scholarships. Michigan College of Mines offers prizes.

Johns Hopkins University offers prizes; while Amherst has both prizes and Honor Scholarships; as does New York University. Western Reserve University presents opportunities to win prizes.

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CHAPTER XII

UNIVERSITY FELLOWSHIPS

Success in any line of endeavor which is really worth pursuing is not won without persevering effort.

A "FELLOW," in the scholastic sense, is a member of a college who is on the foundation and receives an income from its revenues. A Fellowship is the position and emoluments of a Fellow.

The Fellowships to be won in various colleges carry with them the emoluments of a course in the same or in another university. Some of these Fellowships provide the means for study in European universities. These are of particular interest to such as aim to carry their education far beyond the usual college course and engage, to some extent in research.

In the graduate departments of the universities, after passing through a college, the opportunities for earning are still better than in the college itself. There are far more opportunities of tutoring, for example. The student has become used to caring for himself, has learned ways

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and means, has made acquaintances, and so on.

But in the college days, there is opportunity to win a Fellowship, which carries through the university, or to some other university. Many colleges have these high privileges to be won.

In the Graduate School at Yale there are five Fellowships yielding four hundred dollars each, and twenty scholarships, yielding one hundred dollars each, all of which are open to graduates of all colleges. Sixteen other Fellowships are open only to graduates of the Academical Department of Yale.

At Harvard, there are in the Graduate School of Arts and Sciences twenty-six Fellowships with annual incomes from four hundred and fifty dollars to one thousand, one hundred and fifty dollars each; about thirty Austin Teaching Fellowships of five hundred dollars each, in connection with which a certain amount of instruction is required; from two to five John Harvard Fellowships without stipend; ninety-two endowed scholarships of from one hundred and fifty to four hundred dollars each; and the scholarships of the Harvard Clubs of Chicago, Louisiana, and San Francisco, of from two hundred and fifty to four hundred dollars each, which are assigned under the direction of these clubs.

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Twelve or fifteen of the Fellowships are usually assigned to advanced students of high promise who wish to extend their studies in Europe. There are also a number of teaching appointments for qualified students in the Graduate School of Arts and Sciences and in the other graduate and professional schools of the University.

Bryn Mawr women have a number of valuable Fellowships. Several of these are European Travelling Fellowships, of the value of five hundred dollars, awarded to members of the graduating class for scholarship, or students in the first year of graduate work, for excellence; the Research Fellowship in German and Teutonic Philology, value seven hundred dollars, for expenses of study and residence for a year at some German University; twelve resident Fellowships, five hundred and twenty-five dollars each; eighteen Graduate Scholarships, two hundred dollars each, for candidates next in merit to successful candidates for Fellowships; ten Graduate Scholarships, four hundred and five dollars each, for English, Scotch, or Irish women and German women. These are open to competition.

Ohio State has some Graduate Fellowships for persons who are candidates for the Master's

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degree; these are given for two years; and it is expected that the candidate will give about half his time to graduate study, and about half to such departmental service as the professor may require.

Chicago bestows annually Fellowships to the value of twenty-one thousand, five hundred dollars in the Graduate Schools, and two thousand, seven hundred dollars in the Divinity School. Fellowships range from one hundred and twenty dollars (covering tuition), to five hundred and twenty dollars (four hundred dollars besides tuition). The University asks of its Fellows a modicum of service. Also Honor Scholarships in the Graduate Schools and in the Senior Colleges, are assigned on recommendation of departments.

Johns Hopkins has three Johnston Scholarships, the stipend of each being the income of thirty thousand dollars; these are offered to young men who have evidenced power of independent research. Their Fellowships are worth five hundred dollars each.

Massachusetts Institute of Technology and the Michigan College of Mines both have Fellowships. Boston University has several that are open to graduates of the College of Liberal Arts. Oberlin Graduate Scholarships provide for free term bills.

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Among others that offer Fellowships are Brown, Cornell, Columbia, Michigan, Missouri, and Cincinnati. Indiana State University has "Assistantships," similar to the Fellowships of other schools; there are available in some departments, and pay from one hundred and fifty to three hundred dollars a year.

Northwestern University Fellowships, of three hundred dollars each, are open both to men and women; also the Woman's Club Fellowship of three hundred dollars for research in Household Economics; also one of five hundred dollars for special studies in theology at home or abroad.

Beloit has a Fellowship for graduate study in the University of Wisconsin, worth two hundred and twenty-five dollars annually; the incumbent is required to devote part of his time to assistance in the work of some department.

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CHAPTER XIII

SELF-SUPPORT AND SOCIAL POSITION

I wish my father had made me earn my own way. I would have gotten more out of my course.— A Recent Yale Graduate.

NEVER before has the self-helping scholar been so free from social injury on this account, or gained so much respect and credit by these efforts. The whole spirit of the colleges has changed in this matter. Once it was a social ban; to-day it is a distinction. Save perhaps in the eyes of a very few youths of snobbish disposition, self-supporting students do not suffer any loss of social standing in school or out of it.

As indicating the point of view of those who are supported by their parents toward those who work their way, we may cite the case of a member of the Yale class of 1908, who was one of the superior scholars and a noted athlete. He declared that he regretted that his father paid his way for him, as he now realized it would have strengthened his self-reliance if he had earned

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his own way. He believes the self-helping men whom he knew gained something he missed.

This change of attitude toward the self-helpers is one of the most notable facts of present-day college life. Possibly from the beginnings of colleges in America, these institutions, or many of them, owned farms, on which certain of the students worked for tuition or board or for both. These "poor" youths were in a category by themselves and were "looked down on" by those whose pockets were well-lined by their fathers. A line of social difference was drawn between the farming pupils and those supported by their parents. All this is practically done away with. Self-support now closes no doors of fraternities, athletics, or respect. This surely is a healthy, normal condition in a republic.

The Yale Bureau explicitly claims that "the student who is working his way does not lose social standing therefore. A student who has to earn his living, and, in spite of that handicap, attains high rank of any sort, is especially regarded and applauded." He is at a disadvantage only so far as he has less time to give to athletic, social, and literary activities.

Yale University "welcomes students of scanty

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means as a most desirable element in the university community. They are earnest and unspoiled, get what they come for, and carry off more than their share of honors. They rank high out of all proportion."

At Oberlin, "a truly democratic spirit prevails. The young men who are working their way are respected. Rich and poor alike are judged by tests of ability and character. Many positions of honor are held each year by self-supporting students."

At De Pauw, the question of self-support is considered one of character and attitude. Many of the most popular students are self-supporting boys. The working students are always well represented in the student contests, and usually capture the prizes.

At Evanston Academy of the Northwestern University, the main reliance of young women needing to earn their way is in the lighter domestic service of Evanston homes; such students are not regarded as kitchen servants, but are treated with consideration and given the necessary time for class work and study. The Academy knows no distinctions of color, wealth, or occupation. Self-supporting students are regarded by their associates in the school just as

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if they did not need to work for a living. The whole atmosphere is democratic.

Boston University College of Liberal Arts states that three-fourths of the men present in a gathering at that University not long ago, who were talking of the question why each one had come to college, were either wholly or partially earning their way. "The College of Liberal Arts thinks only the more of a student if he is making his own way. A man with little money or leisure is not for that reason out of the undergraduates' social life; nor out of their various enterprises. Here a student counts for what he is."

Bowdoin says decidedly that the student who is working his way does not lose social standing there. Bowdoin College is thoroughly democratic. Every man is taken at once for what he is worth as a man. Every one of the eight fraternities has a number of men who are obliged to do whatever work they can find in order to remain in college. Every social distinction is wide open to the man who deserves distinction, regardless of his family or funds. The social, musical, debating, literary, and athletic clubs always have self-supporting students among their leading members, and there has never been the least suspicion of unfairness

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toward such men. In a college where two-thirds of the students are earning some part of their expenses, the man who works hard and honestly is respected.

The fact that Harvard University has been called a "rich man's college" was scored by President Lowell in his recent address.

"Harvard is not run for the fast man in college," said President Lowell. "I speak with authority when I say this, for I know the leaders in the various classes in the College and University. They are not dissipated. It is well known that Harvard is full of poor men, and the students have abolished anything like a breach between the rich and poor."

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CHAPTER XIV

CAN ONE KEEP UP HEALTH AND SCHOLARSHIP?

I recall only one instance, out of many attempts, in which the student thus supporting himself was seriously weakened. Undoubtedly this is a danger which should be kept in mind, though a rugged, hearty young fellow, especially if he comes from the country, can endure a great deal.— FLAVEL S. LUTHER, Trinity College.

REMEMBER, any one can break down in this undertaking, if he will. It is not hard to do. Simply ignore all laws of nature; go on the principle that you are made of iron; forget that lungs are made for pure air, muscles for exercise, that the stomach has its rights, and that sleep has some claims on you; and you will be ready for a hospital in due time.

No matter how ambitious you are, how fascinating books are, how much you need money and think you must earn as you go, it will not pay to get an education and be a wreck in body. You have to decide to take reasonable care of health,

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find out how to do it, then live accordingly, or the whole programme would better be given up.

But it is possible to get education by work and still keep health. There are countless thousands of busy people who are well and strong. There are men and women who are carrying heavier loads than you will have to carry in working out your way to education, who still keep well. The stage, for instance, is known to make heavy demands on health; hard work, late hours, travel, anxiety, ambition, take toll of the actor's strength. Yet one of the most noted actresses to-day, now above fifty, keeps the beauty for which she is famous, and leads a busy life, through knowing how to care for herself. Among other things, she walks five miles a day; refuses to worry; and forgets disagreeable facts.

Northwestern University replies:

"No specific reply can be made to this inquiry. It depends on the individual. Some men allow it to keep them out of many of the helpful interests of college life and to prevent adequate study. Others undertake so much that they are forced to overwork themselves, and in some cases have ruined their health. Either of these results is due to a serious and unnecessary mistake. One must learn to economize his time and his energy and not to undertake more than his strength and ability will permit him to do with a

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reasonable degree of efficiency. There is a proper balance, and each student must find it for himself. Many of the most popular men in college, of the class and society officers, of the best students, of the leaders in athletics and in oratory and debate, are men who spend a good deal of their time and energy in 'working their way through college.'"

Chicago says:

"Few students are equal to the task of carrying on university work successfully, and at the same time earning sufficient money to meet all their expenses."

De Pauw says:

"In student contests, such as debates and orations, the working students are always well represented, and usually capture the prizes."

Columbia says:

"While the Committee hesitates to advise students in Engineering, in Medicine, and in Architecture to undertake outside work during the academic year, because the demands of these courses are so exacting and inflexible in lectures and laboratory as to make additional responsibilities in most cases an undue burden, it is nevertheless true that a number of students do each year work their way through.

"In regard to the question repeatedly asked whether the scholarship of a student who is engaged in outside employment suffers from the extra responsibility, I desire to submit the results of two investigations: The first was made by Mr. Reuben A.

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Meyers, a former secretary of the Committee, and has to do with the standing of college students. I quote his words verbatim: 'An investigation was made of the records of all the students in Columbia College who had applied to the Committee for work during the academic year — ninety-two in number — and the standing of these students was compared with that of an equal number of other college students selected at random. The result showed that the general average standing of the Employment Committee students is somewhat higher than that of the other students. We concluded that this is due more to their earnestness of purpose than to superior ability. Conversation with the men themselves would seem to bear out this conclusion, for they state that the outside employment forces them to more intense application in the preparation for their daily academic tasks. In other words, the higher marks may represent harder intellectual work, not necessarily stronger intellectuality.'

"The second investigation I made myself with a view to finding out how outside work affects law students. An examination of the records of the students in the first-year class, which is perhaps the hardest worked of the three of the Law School, showed that the average of workers and non-workers is about the same. I am informed that in one of our best known law schools, students are forbidden to undertake outside employment, on the ground that they cannot assume the double duty and do justice to their studies. If the results of my investigation show anything at all, it is that such a system is hardly

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justifiable, and rather than serving any good end, if pursued closely in every law school, would tend to keep some of the most promising men out of the legal profession."

Yale utters the warning to the student who supports himself entirely not to let his work interfere too much with his college duties:

"Here is a serious danger. A man's whole time, except that due to healthful diversion, may be profitably occupied with his lessons and the literary activities of college life. The needy student must use the time of diversion in gaining his living, and unless he is very fortunate will frequently be tempted, in his work, to encroach upon the time due his studies. Often also, the uncertainty as to whether and how he can meet the obligations he has assumed in order to live, will create an anxiety and agitation of mind which unfit him for doing good work. Before he knows it, as time rapidly passes, the opportunities of culture and discipline which the curriculum offers will have gone unimproved and be lost. What shall it profit a man to have gone through college, if, in getting through, he has missed the benefits for which he came?"

Yale also warns against the dangers to health:

"The student who earns his own living must guard against undermining his health. The life is a strenuous one. He needs all his strength for his college duties, but must use a large part of it in supplying his physical wants, and so burns the candle at both

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ends. Fortunately, change of work is often rest and recreation. But the student who is not robust, in attempting to do double duty at one time, runs the risk of nervous breakdown, and must take every precaution, or he will be forced to abandon his undertaking. In fitting himself for life intellectually, no man can afford to seriously impair himself physically."

Bowdoin treats the same themes at length:

"Must the self-supporting student fall below in scholarship? Undoubtedly the man who must spend a considerable part of his time in working his way cannot attain as high rank in his studies as he might otherwise attain. On the other hand, his work may be a necessary change from his study, so that not all of the time spent in outside work is taken from the time for study. Furthermore many self-supporting students actually stand high in scholarship; they are not the ones who have trouble with the college office.

"Of the twenty-two men selected on the basis of scholarship for provisional commencement appointments in 1907, eleven had earned over half their expenses, and every one of the twenty-two had paid part of his expenses by his own labor. Of the ten men in the class of 1907 standing highest in scholarship, more than half of them had earned more than half of their necessary college expenses.

"The college does everything in its power to assist worthy men in earning their way through college, with one exception; under no circumstances will the standards of scholarship be lowered. The man who is

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working his way, and every other man, must meet the uniform requirements for each course and for graduation. If he is obliged to remain out of college for a considerable part of the year to teach school or otherwise to earn his expenses, the tests of his scholarship will be no less exacting. The College will aid no man in attaining a degree by cheapening that degree."

Bowdoin also says in regard to health:

"Is the man who works his way in danger of injuring his health? Although it is true that the student who has too much money is in greater danger of undermining his health than the student who is working his way, still there is danger that the man who has to earn will overwork. A change of work, however, is recreation. With the advice of the college physician, always available and always free, and with regular outdoor exercise, a student of fair ability who starts with fair health need not injure himself physically in working his way. He must guard against the danger, heed the warnings of nature, and seek the advice of the Faculty and other friends before an actual breakdown."

Bowdoin also raises the point, "Is the self-supporting student in danger of missing the best of college life? The student who supports himself must guard against the temptation to spend too much time and energy in earning his expenses. Better remain out an entire year while saving

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money than to miss the best that college offers."

Dean Schneider's official announcement in regard to the coöperative factory and university work in the Cincinnati University engineering departments is: "One of the striking things proved each year is that the coöperative students are more vigorous, mentally and physically, at the end of the session than they are in September. This is to be accounted for partly by the alternation of work and study, and partly by the system of selection." It should be noted that the average entrance age in this department is between twenty and twenty-one.

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CHAPTER XV

DISTINGUISHED PERSONS WHO HAVE EARNED THEIR OWN EDUCATION

I am sorry that I did not earn my way through college; but if you were here at Armour with these five hundred boys, you would know that there is nothing more educative of self-respect, protective to the highest morality, and preparatory in the most efficient manner for the truest success, than the manly grappling with the problem that presents itself when a boy has to earn his way through school.— Personal letter from President FRANK W. GUNSAULUS, of Armour Institute.

MR. W. J. SPILLMAN, of the United States Department of Agriculture, has gained national reputation as an expert in his specialty. He achieved education by his own efforts, and has sent me the following letter:

"I wish to assure you that I am in sympathy with any effort to be helpful to young people who are trying to earn their way through a college course. I had that experience, and I know that it is no simple matter. It calls for grit more than anything else. One must be able to stand discouragement of all kinds,

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and must be willing and able to work hard. I have now had a good many years' experience in training young men, and this experience has led me to believe that the young fellow who has the grit to work his way through college has the most essential characteristic for success in life. Of course, there are other things necessary to success. A man must be loyal to those with whom he works and for whom he works, and he must use at least a fair degree of intelligence in mapping out his work, in order that the results he accomplishes may be of some value.

"The conditions in various institutions are so different, and the characteristics of individuals differ so widely, that I do not believe it would be possible to lay down any particular rules to guide a young man or woman in a battle for an education. Generally speaking, most of the work available for such persons is rather of a menial kind, and this is poorly paid because so many people can do it. The higher the grade of work one is capable of doing the better the pay and the less the time that is necessary to spend at it in order to get the means for paying expenses in school.

"A young man, by becoming an expert, say, in the manipulation of harvesting machinery, can frequently during the summer months earn enough as a binder expert to pay his way through school during the winter. One can also teach school during the interim between terms. It is well to do something during the school term which calls for considerable muscular effort in order that the student may have sufficient physical exercise to maintain health. I wish I knew

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how to tell young people just what to do in order to get an education without money, but people's capacities differ so much, and the opportunities in various localities are so different, that this is difficult."

Professor William Hittell Sherzer, professor of Natural Sciences in Michigan State Normal College, Ypsilanti, Michigan, since 1892, is a fine instance of successful efforts in gaining college education by application of one's own energies. He received B. S. at the University of Michigan in 1889, and M. S. in 1890, and Ph. D. in 1901. He was Principal of Saginaw (West Side) High School, 1886-89; instructor in geology, University of Michigan, 1891-92; and has occupied his present position at Ypsilanti since 1892. He has filled summer engagements at the Natural Science Camp, Canandaigua Lake, at Chautauqua, New York; was assistant upon the Michigan State Geological Survey, 1896-1909. He spent 1900-01 in the University of Berlin. He was in charge of the Smithsonian Glacial Expedition to the Canadian Rocky Mountains and the Selkirks in the Summers of 1904 and 1905, respectively. He has written various geological reports. He is a Fellow of the Geological Society of America.

Professor Sherzer earned his own education

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from the time he left the high school in his native town. He writes me:

"In getting myself through college I did not 'earn my way' as usually understood; that is, I did not earn my way as I went, as so many are now doing. I did, however, pay for my own college education by teaching school in advance, thus earning enough for about half my course, and then borrowing the balance. It would be a great mistake to stop to earn it all in advance, as one's earning capacity is greatly increased by going to college for even a limited period, and opportunities for securing profitable employment are more numerous.

"My advice to young men in general is to earn enough for the first two years, to show that they can, to secure sufficient maturity of mind to know what they want in the way of education, and to appreciate it when they get it, and to develop sufficient stability of character to withstand the temptations that to-day beset the path of the college student. After a partial college course, if he can insure his life and use the policy as collateral security for a loan from a friend I should advise his so doing.

"If a young man, however, has already let several years slip by since high-school graduation and feels strongly the need of college education, I would advise him to pick out his college, earn a year's tuition for that institution, lay aside the car-fare necessary to get there, put twenty-five dollars in his pocket for books and a few meals at first, and start out. With grit and determination he will get along anywhere.

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"We have a great many students in the Michigan State Normal College who are now engaged in earning their way, 'waiting table,' doing house work, caring for furnaces, horses, home grounds, clerical work, mending, typewriting, etc. At Ann Arbor, eight miles from us, there are many more."

Senator Bailey, of Texas, has stated his experience:

"I was born in Coplah County, Mississippi. My first money was earned by carrying green bricks from the moulders to the drying-yard. I owed five dollars, and that is the way I paid the debt. I also pulled fodder, stripping the dry, sharp blades and husks from dead stalks of corn. No work is harder for a boy, unless it is 'bearing off' green bricks in a brick-yard.

"I earned some money and borrowed some more and entered the University of Mississippi. I had a bachelor uncle, an Irishman. When he heard what I had done he sent me funds with which to pay my debt and my expenses at the university. He also made it possible for me to take law at Cumberland College, in Tennessee."

A name familiar to all the business world, and to hosts of other people, is that of John H. Converse, for many years, and until his recent death, President of the Baldwin Locomotive Works, whose engines are in use all over the world. Mr. Converse made his own way through college. He was born in Burlington, Vermont, in 1840. His

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father was a Congregationalist minister, and while the youth grew up in an atmosphere of culture and among books, the father was not able to send him to college. But the lad started out for himself to get an education. He turned his hand to everything by which he could gain a dollar honestly, saved what he could, and fought his way through to graduation. After that, he was in turn a clerk, a reporter, and a dozen other things, until he found his proper sphere in the railway business. It was by his foresight, energy, and leadership that the company of which he later became the head pushed its products into all markets and became known throughout the world. Mr. Converse became also one of the foremost leaders in this country in philanthropic and religious work, and was honored, loved, and trusted by all who knew him and by many thousands of others who had never seen his face but were aware of his character and his noble spirit.

There died but recently in Cincinnati another of the strong and successful men who had fought their own battle for education. This was Lemuel T. Atwood, who for some years had been the financial head of a great and prosperous newspaper association. He was born in Abington, Massachusetts, in 1852. When he was still a small

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boy his parents removed to Kentucky, and later to Ohio. His parents died, and he lived with his grandmother for some years, earning his own living and forming habits of industry. He worked as clerk in various stores, and saved as he could. Then he started out to get an education, choosing the University of Michigan. There, after a successful battle for means, he was graduated in 1876. He studied law, married, and began to practise in Dayton, Kentucky. Progress was slow, and he supplemented his income from law practice by supplying news from the Kentucky side to one of the Cincinnati newspapers. Then he applied for a regular position on the paper for which he had been writing. He did not make a favorable impression at first, and it was only after repeated applications that the young man was given a chance. At first he was entrusted only with unimportant work. But his opportunity came at the time of a great riot and a small-pox epidemic. His work then showed such care, industry, and courage of a high order that he attracted the attention of the man at the head of the league of newspapers. He rose rapidly from that time on. He became editorial superintendent of half a dozen newspapers by untiring efforts and profound devotion to duty.

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He stamped himself indelibly upon the memories of those with whom he was associated. His reticence until a decision was reached, the iron determination with which the decision was carried out, and his unassuming manner, won for him the nickname of "General Grant." He felt that the power placed in his hands was a sacred trust, and strove ever and successfully to render equity, unswayed by prejudice or predilection; and an appeal to Mr. Atwood was considered to be an appeal to exact, even-handed justice.

He became the financier of the league of newspapers and ended connection with former editorial duties. Heavy responsibilities were laid on him. He always acted so justly and with such pure motives that his very name came to stand for integrity, uprightness, and a high standard of honor. He was a man of wonderful will-power. He was also a lover of the best in literature, and carried with him when travelling one or more of the best of books. He was interested in all reforms that had for their motive the making of this world into a better place to live in, and the easing of the burdens of those who were heavy laden. He was a deeply religious man, who saw in the visible universe the mantle of God, and believed that those who live worthily here will find life on a

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higher plane when the flesh fails. His life was an inspiration for those who are tempted to feel that they have no chance because they lack a showy manner and influential friends.

He was a good example of the stuff of which many a self-supporting student has been, and is, made.

As an instance of marked success following immediately upon graduation, in 1910, of a young man who is at the beginning of what promises to be a striking career, we cite the following: The graduation of George Seybold, a native of Mansfield, Ohio, from Yale College, and his immediate acceptance of a responsible position with the Bell Telephone Company, which was tendered him before graduation, demonstrates the truth of the adage that where there is a will there is a way. Starting in 1906, practically penniless but with an almost unlimited stock of ambition and energy, he successfully surmounted all difficulties, both as to money and preliminary educational requirements, and finished his college course in high standing.

When a committee from the Bell Telephone Company visited New Haven early in 1910, seeking a college man for one of the high-salaried positions in that company, Seybold was one of the

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three recommended by the faculty out of a class of one hundred whose training had been such as to make them eligible for consideration. The qualifications of the three were carefully considered by the committee, with a view to determining which was best equipped for big work, and Seybold was found to measure up to all requirements. As a result, he went to New York immediately after graduation and started to work for the big corporation.

When Seybold, then a boy in high school in Mansfield, announced that he intended working his way through Yale, and that he intended entering that University without completing his high school course, the task was regarded by his friends as being impossible of accomplishment. "You 'll see," remarked young Seybold, and he set off for New Haven.

The first difficulty he encountered was in the matter of requirements for admission, his study of languages and some other branches not having been such as to qualify him for admission. "All that I ask is a chance to take the entrance examinations," said the young man in pleading his case before a board of the faculty. By a vote of four to three this board decided to admit Seybold to take the examinations; it was agreed that

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if he could pass and could make a good record during his first month's work, he would be regularly entered. He passed rigid examinations, and at the end of the month was told he could continue his studies.

From the very start he faced the necessity of earning his board and sufficient money to pay for books, tuition, and other expenses. In payment for board he waited on table at a boarding-house, and also found time mornings and evenings to care for lawns and walks. He also was given some work by one of the professors, who manifested a lively interest in the ambitious boy who was making such a strenuous effort to gain an education.

The work of his first year at Yale was such as to win him a scholarship for his second year, thus solving the question of tuition. Shortly afterwards he obtained a position in the university library, and although this took up a couple of hours of his time each day, he seemed to have no trouble in keeping well to the front in his studies. As a boy he had shown an aptitude for music, and his skill in handling the violin soon won recognition at Yale and eventually proved a help to him pecuniarily. A place was soon found for him in the Yale Orchestra, and also in a string

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quartette, in which he earned considerable money at concerts.

So he fought his way, and then opportunity knocked at his door.

The Rev. Dr. Newell Dwight Hillis, successor of Henry Ward Beecher in Plymouth Church, Brooklyn, writes:

"I do not belong to the 'heroic class,' but in a way I did work my way through college. The older members of my family went through Iowa College and Grinnell, but when it came my turn, things were not going well with my father. At seventeen I left home to make my own way in the world. However, I did not have to struggle as many men do. I generally made enough money during the three months' summer vacation to provide for all my needs during the year in college. In fact, in one year I made over four hundred dollars in three months, between my sophomore and junior years."

Jacob Gould Schurman, president of Cornell University, lived on his father's farm on Prince Edward Island until he was twelve years old. He paid his own way through Arcadia College, Nova Scotia, and afterwards at the University of London, England. Then he studied in Edinburgh and Paris, becoming a doctor of philosophy in 1878, when he was twenty-four years old. He went to Cornell when he was thirty-two.

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Working One's Way Through College

The Rev. William Sunday, known as "Billy" Sunday, the noted evangelist and ex-ball-player, worked his way through a course at Northwestern University.

Sam Walter Foss, whose poems expressing the simple feelings of life have gained a vast popularity, had to make his own way to education. Born on a farm in New Hampshire in 1858, he spent most of his time until he was fourteen at home. During the late spring and summer he worked for his father; during the fall and winter he went to the district school. When he was fourteen the family moved to Portsmouth, and while the home was still on a farm, young Foss got his first taste of city life and attended the Portsmouth High School. To carry on his work there he had to walk three miles twice a day through all kinds of weather. He was graduated in 1877, and after one year at Tilton Seminary he went to Providence and enrolled at Brown University.

In college he developed the traits of the hard student. It was necessary that he support himself, and he worked at odd jobs. During the summer vacations he worked on farms, earning money for the year ahead. He had a rather stiff time of it, but pluck and determination

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brought him through, and by the time he was ready for his degree his literary ability had begun to make itself known, and he was made class poet. He was graduated in 1882.

These are sufficient citations to suggest that in the highest ranks in the land, men and women who are at the front in education, literature, art, statesmanship, finance, and in every department, are among those who have heroically conceived and faithfully executed plans for winning their own way through college and university.

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CHAPTER XVI

THE CAREER OF A VERY NOTABLE SELF-HELPER

Lives of great men all remind us
We can make our lives sublime.
— LONGFELLOW

WHILE in the last chapter there were given brief sketches of several notable persons who earned their way through college, it will serve as a further inspiration to others to present in fuller detail the career of a man known throughout the nation, one still in middle life, who is as eminent an instance of the success of the self-supporting student as can be found. We shall tell not only of his early struggles but of his later successes and of what he stands for, for we are interested not only in learning how youths get through college but in what they accomplish afterwards.

There is no man in our nation to-day whose career contains more inspiration for ambitious young people than the Hon. Albert J. Beveridge.

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He is a concrete, living example of what youth may hope to be and should strive for. In this account of Mr. Beveridge, there is here given certain material sent me by his secretary, and extracts are included from an interview by Richard Lloyd Jones with one of the professors in De Pauw University and published in *Collier's Weekly.*

A farmer boy at twelve, a section hand on a railroad at thirteen, a logger at fifteen, a cowboy in the West at twenty-one, a lawyer at twenty-five, and United States Senator at thirty-six. That sentence marks the transition in the life of Albert J. Beveridge, who was, until the elections of 1910, for a number of years United States Senator from Indiana.

In 1899 he was an object of ridicule to some when he aspired to the high office of United States Senator; two years later he was mistrusted as a youth of vaulting ambitions; in recent years rising to the highest rank among the statesmen of the nation, his works and deeds have marked him as one of the ablest of the Senators; to-day he is trusted by all people of all parties and admitted even by enemies to be "square."

Senator Beveridge was born on a farm, in Highland County, Ohio, October 6, 1862. At

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the time of his birth his father, a loyal Union man, and all the other grown male members of the family were at the front fighting for the life of the Union. The mother remained at home and cared for the farm and made frequent trips through the neighborhood gathering up clothing and supplies to send to the soldiers at the front. Thus Senator Beveridge comes from loyal, patriotic stock.

At the close of the war his father found himself heavily in debt. He lost everything he possessed, and the hardships of poverty came upon the family. When Beveridge was five years of age, and the wolf was at the family door, his father leased a large farm in Illinois and moved to that State, hoping to recover a part of what he had lost during the war through signing as security for neighbors and friends. It was in Illinois that the boy hired out at thirteen to a contractor who was building a railroad, and he drove a team and handled an old-fashioned scraper in making grades. Two years later he took employment with a logging camp in the walnut forests of Illinois, and it is his boast to this day that, single handed, he can fell a tree, saw it into logs, load it on the log wagon and haul it out of the woods in as straight a trail as any logger in

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the State. He soon became the boss of the logging camp, and on more than one occasion when the rough loggers engaged in fights, Albert Beveridge, the boy boss, had to wade in and restore order with a cant-hook or a spike.

While he was working in the logging camp, Albert Beveridge was saving what little money he could earn and was reading everything he could get his hands on. He craved an education. He had ambition which he hoped to achieve. He entered the common school late and quit early, and saw little chance of getting an education. One day he noticed that an examination was to be held for appointment of a cadet at West Point, and he decided to try for it. He stood second in the examination and was appointed an alternate, but his successful competitor won the place. Disappointed in this, he laid his troubles before a lumberman named Ed. Anderson, who now lives at LaMoure, South Dakota. Mr. Anderson said he would help him to go to college. Albert decided to go to Asbury University, now De Pauw University, at Greencastle, Indiana. Mr. Anderson loaned him fifty dollars to make his start, and on this fifty dollars Albert J. Beveridge began his college career. He made every cent of this precious money go as far as he could.

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The young student carried his trunk on his back from the railroad station to his boarding-house at Greencastle, to save the twenty-five cents the transfer man would have charged for hauling it. Of course he lived cheaply. In a month or two he became the steward of a club, and this gave him his board for nothing. Then he began to contest for cash prizes, and he took every prize he contested for. He won enough money by taking prizes to pay his way through two years of his college life. At the end of the first year he went back to the Illinois farm and drove the first self-binding reaper ever used in that part of the State. He worked early and late, and by the opening of the next college term he had seventy-five dollars. At the end of the next year he became a book agent and tramped over parts of Tippecanoe County selling a book entitled "Error's Chains." He was successful, and at the beginning of the next year he had two hundred dollars. This year brought more prizes. At the end of his third year the book-publishing house offered him a State agency in any State he might choose, and he chose Iowa. A number of college boys enlisted under him. In Iowa he placed them in various sections, each unknown to the other, so they could not write

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letters to each other and tell of their homesickness. Albert never allowed them to have enough money to go back home, and they had to sell books; and they did sell books, making money for themselves and for Albert.

So, at the beginning of the next college year they all came back together. Albert had saved two hundred and fifty dollars. He took more prizes, among them one of one hundred dollars. So he came out of college with all debts paid and a tidy sum in his pocket. But his health was broken by hard mental and physical work. He had taken the Interstate Oratorical Contest prize with an oration on "Capital and Labor," and was by far the best debater in De Pauw. He was elected "Pater" of the Delta Kappa Epsilon fraternity. College politics was as fierce and heated as politics in county and State. Combinations were formed to control the offices in literary and debating societies, but Albert remained outside the combinations, and in every instance he beat the politicians by working with the "barbs," as the men are known who do not belong to any society. One of his college friends said recently that "Bev., as he was known, was always square; he never lied to anybody, and he was a fighter. And

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after these fights were over he was generous and held no ill-will."

After leaving college Beveridge went to western Kansas and eastern Colorado and lived with the cowboys. He nursed one of them, Steve Crosscup from Texas, through a spell of sickness. Crosscup afterwards saved Beveridge's life in a gun fight. He formed a partnership with a cowboy named McClellan, and they made a considerable sum of money by guiding settlers to the lands they had entered. Both knew the country thoroughly. McClellan knew the surveying stones and Beveridge knew how to make out the papers for the settlers. In this way Albert regained his health and accumulated three hundred dollars.

He wanted to study law in Indiana, because he had fallen in love with the State during his college days. During his student days he had made a good many political speeches, and in the Blaine campaign he had stumped the State from one end to the other, being one of the speakers on the Blaine special train. He made a great hit with the people who heard him. His reputation grew, and the State committee assigned him to such important towns as LaFayette, Richmond, Kokomo, and Columbus. He wanted to cast his lot with the people of Indiana and remain with them, a part

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of the State as long as he lived. When he came back from Kansas he had three hundred dollars. He tried to get a place in General Harrison's office to read law, but there was no place for him. But he found a chair and the loan of law books in the office of McDonald, Butler, and Mason, one of the great law firms of the country. The way seemed clear for him.

Through some friends he had won while making campaign speeches he secured the position of reading clerk of the Legislature in 1886-87. This helped him out considerably. After the first six months, McDonald, Butler, and Mason paid him a small salary. At the end of the first year Mason decided to open his own law office. The position of managing clerk was then offered to young Beveridge, and he took it at the salary of eighteen hundred dollars a year. He assisted in the trial of many important cases. For more than a year he remained as managing clerk of the firm, and then opened his own office in a little back room in the same building with the older firm. He was successful from the start. He got big cases, and won them. In fourteen years of practice he lost only one case on appeal to the Supreme and Appellate courts. While practising law he did nothing else than practise law. He made speeches

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during campaigns, but during a campaign there is little to do in the law practice. He became recognized as one of the most effective speakers the Republican party had in the entire country. But he declined to become a candidate for office of any kind.

Time went on until the Spanish-American War broke out. Young Beveridge had studied, and had ideas on territorial expansion. He made these ideas known and was laughed at for doing so. He prophesied with great earnestness what would happen as a result of that war, but he was ridiculed for his ideas. Just before the war broke out Beveridge made a speech at a banquet, where Theodore Roosevelt, then assistant Secretary of the Navy, was present. After the speech Mr. Roosevelt spoke, and the first words of his speech were: "This young man has made the best presentation of Republican principles that I have ever heard." At this banquet began the close friendship between the future President and the future Senator, which has been maintained with ever increasing devotion.

Events which followed proved that the ideas presented by Beveridge were correct. He opened the campaign of 1898 at Tomlinson Hall with a speech that attracted the attention of the entire

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country. Hundreds of thousands of copies were printed and distributed. In it he took the position that it was our duty to civilization and the world to hold the Philippine Islands and to administer them.

After the election some of Albert Beveridge's friends urged him to become a candidate for United States Senator. He told them he would make the race because there was great work ahead, and he would like to help to do it. So his name was announced. The older politicians laughed. They took it as a great joke. They were not at all alarmed. Nobody took Beveridge's candidacy seriously. Beveridge was only thirty-six years old, and they said it was absurd to send as young a man as that to the Senate. Beveridge had no money and no organization. He had no "machine," and they said no man could win without the machine. But Beveridge sentiment started to grow over the State. Business men and laboring men formed organizations in his behalf. When the caucus was held, Albert J. Beveridge was nominated by a good majority.

After his election, Senator Beveridge had a secret conference with President McKinley, and then set out for the Philippines to study conditions. At that time little was known about those

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islands. Senator Beveridge spent three months in going over the islands, wherever the troops went, and in two of them he went beyond our lines. He consulted the leading men of the islands. On his way back he visited Japan and China. For more than a week after his return from the Philippines, Senator Beveridge was in conference with President McKinley. Soon after he took the oath of office as Senator he delivered his Philippine speech, in which was first made known the policy of the Government toward those islands. Ridiculous stories had been circulated in Washington about young Beveridge. It was circulated that he was only an accident, and that his speeches were only froth, and that he was only a loud declaimer. So when he announced that he would make a speech there was a good deal of fun on the part of the Representatives and Senators. The people, however, were interested, and they packed the Senate chamber and the galleries. Many members of the House came over to the Senate to hear the speech and enjoy the fun. The newspaper men also believed there would be a lot of fun and that it would be as good as a show to hear Beveridge speak. But at the close of his speech the people applauded. Senators and Representatives crowded around him and congratulated him. The papers

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changed their attitude. They agreed that there was something to Senator Beveridge.

But later this sentiment changed again. Senator Beveridge announced that he would make a speech on the Porto Rico tariff bill. A large crowd was present again. But the older Senators decided to squelch him. They said he was making too many speeches. A new Senator was not supposed to make a speech until he had been in the Senate two years. So when Senator Beveridge arose to begin his speech the Senators of both parties walked out of the chamber. During his speech only three Democratic Senators and one Republican Senator remained in the chamber.

This insult was supposed to end his career. No other man in the history of the Senate had been thus insulted and humiliated. His political friends in Indiana wrote him that it would be impossible for him to recover from the humiliation. But his speech had done its work, and when the campaign opened that fall Senator Beveridge was selected to make the opening speech, sounding the keynote, in the West, at Chicago. It was a remarkable meeting. Then the National Committee sent Senator Beveridge on a special train to Minnesota, Nebraska, Missouri, Illinois, and Indiana. And yet this was the man whom only

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a few months before the Senate had "walked out on" and whose career friends and foes alike said had ended.

When Theodore Roosevelt became President it was natural that he should find Senator Beveridge one of his ardent supporters. He believed in the Roosevelt policies. Theodore Roosevelt was fond of the young Senator. He liked Beveridge's tireless energy, his painstaking industry, his enthusiasm, his fighting qualities, his faithfulness to a friend and to a trust, and he liked Beveridge's absolute honesty. Roosevelt and Beveridge are much alike in the strenuousness of their lives. They have much the same way of saying what they think. Beveridge has always been a firm supporter of the Roosevelt policies, and Roosevelt supported the legislation which Beveridge proposed. This was notably true in the case of the Meat Inspection Bill, which was introduced and made into law by forces led by Senator Beveridge.

When it appeared that opposition would be made to the nomination of President Roosevelt for another term, Senator Beveridge crossed the continent from California to Connecticut, speaking for the Republican ticket in every State, and advocating Theodore Roosevelt. In the national

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convention Senator Beveridge seconded the nomination of Theodore Roosevelt.

The Pure Food Bill was enacted into a law a short time after the following election, and this was accomplished through the storm of public sentiment that was created in the fight for the Meat Inspection Bill.

Another measure in which Senator Beveridge has taken intense interest is the proposition to abolish child labor throughout the land. This fight he has waged in the face of the most bitter opposition. It has resulted in a start in the right direction. Many of the States have revised and improved their laws on this subject, and it is only a question of time until the ideas of Mr. Beveridge along this line will be enacted into law. Organized labor universally supports the reform; women's clubs favor it; ministers preach it from their pulpits.

Senator Beveridge introduced in the Senate a bill for the creation of a tariff commission, and has fought for it with all his power and energy. The Senate leaders were bitterly opposed to the idea. Mr. Beveridge was rebuked for suggesting such a thing as a Republican policy. The fight continued.

During this time the national campaign came on. Senator Beveridge led the Indiana delegation to

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the Republican National Convention and stanchly supported its candidate, Vice-President Fairbanks, for the nomination for President. As chairman of the subcommittee he visited many other State delegations, speaking in behalf of Mr. Fairbanks. As chairman of the State delegation he cast the solid vote of Indiana for its candidate in the convention,— the only State in the convention that gave its solid support to its own candidate for the nomination for President. Thus again Senator Beveridge showed his loyalty to his own State. Vice-President Fairbanks greatly appreciated the effective services of Senator Beveridge, and sent a warm telegram of hearty thanks to him for his fidelity. At this convention Mr. Beveridge was twice offered the nomination for Vice-President by those having authority to do so, but he firmly declined.

After the convention Mr. Taft, the nominee for President, asked Senator Beveridge and Governor Hughes of New York to open the national campaign at Youngstown, Ohio. Both speeches were printed, and hundreds of thousands of copies were circulated. The national committee sent Senator Beveridge on the most extended speaking tour ever undertaken by a public man. He began in New York, then crossed the continent to the Pacific,

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thence down the coast and zigzagging across the continent again through various States. He was on this trip about six weeks, speaking every day from morning till night and closing each day with a long speech at night.

Soon after the inauguration of President Taft, the extra session of Congress was called to revise the tariff. The part which Senator Beveridge took in this great fight is still fresh in the minds of the people. President Taft had declared that the tariff was to be revised downward, and Senator Beveridge took the position that this declaration and promise should be carried out. That was why he fought so hard and so earnestly for revision downward.

It is a notable fact that the policy laid down by Senator Beveridge in his first speech on the Philippine government question has been followed even to the smallest detail to this day by the United States Government.

Some time before the Russo-Japanese War Mr. Beveridge went to Manchuria and spent several months in investigating conditions. When he returned he wrote a book entitled "The Russian Advance," in which he forecast with the greatest accuracy the war which followed between Russia and Japan. The war came on within two years after the publication of the Senator's book.

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Senator Beveridge made the historic fight that resulted in the admission of Oklahoma and Indian Territory into the Union as one State instead of two small States. Single-handed and alone for several years he fought this battle against powerful foes, until his plan was finally adopted by Congress.

He also made the fight which brought in the two gigantic Territories of Arizona and New Mexico as separate States. The conditions were entirely different from those in Oklahoma and Indian Territory. The two Territories were opposed to being brought in as one State, and Senator Beveridge helped them to fight their battle. When the New Mexico and Arizona statehood bills passed Congress and were signed by the President, the union of the States became complete. Senator Beveridge had charge of these fights because he was chairman of the Committee on Territories.

During his term in the Senate Mr. Beveridge has received credit for the following constructive legislation:

Moulding the Philippine legislative policy, which has produced peace and order with civil government in the archipelago.

The removal of the tariff wall between the United States and Porto Rico.

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Statehood for Oklahoma and Indian Territory, as against a proposal to organize two States.

Statehood for New Mexico and Arizona.

Enactment of the federal Meat Inspection Law.

Enactment of the Pure Food Laws.

Development of reforms in connection with child labor.

Protection against spoliation of the coal lands of Alaska.

Senator Beveridge combines a happy blending of conservatism and progressiveness. He is a practical example of what a young man can do by energy and hard work. His career appeals keenly to young men. He does not believe that all the great deeds have been done in the past and that none remains to be done. He believes that even greater things will be done in the future. He is a man of the hour, and the future holds much in store for him.

He is the true type of the self-made man, for he has come from the ranks of the lowly, has known the hardships of hunger and poverty, and has made his way by sheer use of his will and his energy. He has been true to the people, and he still sticks to his motto: "The people only are my masters, and to the people I will be true."

It will be of interest to add some extracts from

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an article called "The Beginnings of Beveridge," written by Richard Lloyd Jones and published in *Collier's Weekly*, October 15, 1910. This writer tells of an interview with Professor Carhart, who had been one of Beveridge's teachers:

"One day Beveridge walked into Professor Carhart's room with an air of self-possession and perfect assurance. Carhart held the chair of English and oratory. 'Professor,' he began to explain, 'I need about three hundred dollars to finish here at De Pauw.' Taking a slip of paper and a pencil he began to enumerate: 'Now, there is the mathematical prize of twenty-five dollars; the Latin prize of thirty dollars; the historical prize of thirty-five dollars; the home oratorical prize of forty dollars; the State oratorical prize of fifty dollars; the interstate oratorical prize of seventy-five dollars, and the De Pauw oratorical prize of one hundred dollars. Now, you see, if I get all these I'll have a balance.'

"'I looked at him,' said Professor Carhart, 'and I thought he was the queerest guy that ever came to college. I wanted to laugh. I had never seen or heard anything like it. But I thought that any chap who could seriously approach any faculty man with such a programme in a serious frame of mind ought to be encouraged. So I treated him seriously and encouraged him. From that moment on he fascinated me. He has been the most interesting man that I have ever known.

"'He won every blessed prize but the Latin prize,'

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said the Senator's professor, with a meditative smile, 'and he got second place in that. He came out with the balance all right.

"'He is one of the most positive men I have ever known. If he thinks he is right, nothing can divert him. Show him he is wrong, and he changes at once. He swings like a magnet to what he thinks is right,—always. I have never known him to hold to a declaration or opinion when he was convinced that that declaration or opinion was wrong; I have never known him to disobey a conviction, even though to disobey might promise to bring reward.'

"Professor Carhart had told him to remember that Demosthenes declared, 'The real orator is he who anticipates the history of his time,' and he advised him to heed this and not put too much stress upon gesture or modulations of tone. So when Beveridge entered a contest at Columbus for the Interstate Collegiate Oratorical prize, he 'went at his audience with some hot, impatient convictions about the vital national problems centred in Capital and Labor, and when he jumped out of his studied text and into the news sensation of that very hour with, 'This very day in Pittsburg—' there was not a chair-back in use in the house. Even the adjudicators forgot there was a contest. Good old President Martin led the faculty, which escorted De Pauw's orator from the station to the campus. The crowds cheered, the band played, the sun shone, and Beveridge struggled to be calm and not to seem to care.'

"Beveridge was a time-keeper. He balanced his hours and minutes as an auditor balances dollars and

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cents. When he borrowed an hour from his study ledger for his caper account, he saw to it that that account was promptly straightened out. He missed none of the activities of college life. He would borrow and lend time to himself freely, but he always squared the account."

Such are some of the facts in the life of a plucky, talented, energetic young American who fought his own way through college, as well as elsewhere, and who may serve as a conspicuous illustration of what the man that works his way through college can do.

Of course it would be folly for every lad to assume that he can do all that Beveridge has done. But he will do better according to his own talents and conditions if he, without attempting to imitate in details Beveridge's career, will work and hope in the same spirit and with a like courage.

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CHAPTER XVII

HELP IN FOREIGN COLLEGES AND UNIVERSITIES

I wish some one had pointed out to me years ago the advantages of foreign study in, say, the German universities, and the ease with which this can be accomplished.— Prof. W. H. SHERZER.

IN order that this book may be helpful, not only to those who may wish to confine their efforts to getting education at colleges in the United States, but to such as may aim to extend their efforts to some one or more of the foreign universities, I have conducted an extensive correspondence with educational institutions over a large part of the world. The chief points of interest thus gained are given in this chapter. Full details as to all these institutions would of course carry us beyond the limits proposed in this volume. The student may here obtain hints of what he seeks and may then follow the clews by personal investigation.

As Canada is our near and friendly neighbor, and as this book may be useful both to students

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in this country who may for any reason wish to study in Canada, and to Canadians who may wish to study in the United States, we will first give some facts in regard to Canadian colleges.

The Registrar of the University of Toronto wrote:

"I think I am safe in saying that a very large proportion of the students of this University are helping to put themselves through. Just how many are doing that I cannot say; but take such a Faculty as that of Applied Science, and I presume that seventy-five per cent are engaged in work over summer; and they do so for two distinct reasons. They are making a pretty fair amount of money, but they are at the same time getting experience.

"In the Faculties of Arts and Medicine many of the students are busy over summer at one occupation or another, adding to their funds or making funds to put themselves through the University.

"In the Faculty of Applied Science the University does a good deal through its officers to secure situations for the students.

"The Young Men's Christian Association of the University has a bureau of self-help which has brought good results. A large number of students go annually to our own Northwest, where they teach in the summer schools and return in the fall to take up their work.

"We have no funds in the University to assist students, but we have a good many scholarships, which

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are awarded each year on the results of examinations. There are in the Arts department in the University something like about fifty scholarships granting free tuition for a year. If the student makes a sufficiently high standing year by year they may extend to four years' free tuition. Frequently we have over a hundred students in Arts who are paying no tuition fees."

The Young Men's Christian Association of the University of Toronto issues a card in this form for distribution:

"The Medium between the work to be done and the student who will do it.

A FREE BUREAU FOR EMPLOYMENT

If you have any kind of work to be done and you need an energetic young man to do it,

If it happens to be a steady job,

If it takes but a few hours, or

If it means but a single hour's work, communicate by letter or telephone with

UNIVERSITY OF TORONTO Y. M. C. A.

The telephone number and the office hours are given.

The Employment Bureau issues an application sheet, the information filled in by the applicant to be considered as confidential. The applicant gives name, age, college, academic year, city address, home address, states what his resources for the

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year may be and to what extent he is dependent on his own efforts to pay his way through college.

A printed list of jobs is given, and he checks with an X the kinds of employment he is willing to accept, and with XX the kinds in which he is experienced and proficient. He states also what his previous experience in earning money has been, place employed, length of time employed, and character of the work.

He fills in a schedule of his course and other fixed engagements. He signs his name to an agreement to report, on a blank furnished by the Association, to the Association on January 1 and April 1, as to the positions he has obtained and the money earned since his last report, through the Association and otherwise, and any change to be made in the form of his application, particularly as to his time schedule and address. He promises also to consider as confidential any opportunities of employment given by the Association, and to refrain from referring others to such positions as he may be unable to accept.

Altogether, the Toronto Young Men's Christian Association plan strikes one as among the most business-like and thorough and promising that have been reported.

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The Registrar of McGill University, Montreal, states in a letter:

"A large number of our students help to pay their college expenses by working during the comparatively long summer vacation, but not many work during the session whilst they are engaged in their regular studies. The fact is, they have little time for this sort of thing. There is no regularly organized committee to secure employment for students. This is generally done, in the case of students in Applied Science, through the heads of departments, who are supposed to be in touch with persons and companies likely to employ students. The University Young Men's Christian Association has an Employment Bureau.

"There are a number of exhibitions and scholarships open to students, but these are awarded always by competition. There is really no fund to help needy students."

The Young Men's Christian Association of McGill University wrote me through its Secretary:

"Many men find work to partly support themselves, but the time table, especially in Science and Medicine, is so crowded that there is little time for outside work. One year the Young Men's Christian Association maintained an employment bureau; but the last two or three years, although we have obtained work for men in tutoring and teaching, nothing of a systematic nature has been done. As the term is

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short and there are about five months' holidays men can earn a considerable amount in that time. I am unable to give you any exact information on the subject."

Crossing the sea to old Scotland, the home of ambitious but poor lads who have a heroic tradition of living on small rations at universities, we find that by the grace of Mr. Andrew Carnegie the perils of cultivating brains on limited supplies of oatmeal porridge have been considerably lessened. We may rejoice at this fact, though some people on that side are fearful that these funds will relax the efforts of the youths and cause it to be no longer true that "all great Englishmen are Scotchmen."

The Secretary of Aberdeen University writes:

"In reply to your enquiry regarding students at this University, I have to say that a certain proportion of the Arts students supplement their means by private teaching and tuition. There is no 'Self-Help Committee' of the nature you indicate to assist students to find work. Aberdeen University is very well equipped with 'Bursaries'; that is, Scholarships varying in amount from ten pounds (fifty dollars) to thirty pounds (one hundred and fifty dollars) a year and tenable for three or four years; which are of two descriptions — either (1) 'Presentation,' which are in the gift of patrons and are conferred on students coming from certain districts or bearing

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certain names, or who are otherwise considered deserving by the patrons; and (2) 'Competition.' These are open to all comers, and are awarded on the results of a competitive examination held each year.

"In common with the other Scottish Universities, Aberdeen students are also eligible for the Carnegie Benefaction, under which the class fees of students of Scottish birth are paid by the Carnegie Trust."

Mr. Carnegie gave, some years ago, fifteen million dollars as a fund for the education of Scottish youths, and it is to this the Secretary of Aberdeen University refers.

The University of Edinburgh and the University of Glasgow and others of Scotland all have numerous prizes, scholarships, and fellowships. In all alike, native Scottish students have the benefit of the Carnegie Fund.

These universities, as well as those of England and Ireland, and in fact of the European continent as well, have had from their beginnings hosts of poor students who have been helped and have helped themselves in one way or another. Aside from the relatively few sons of nobles and of wealthy people who have from generation to generation attended these great schools, there has always been a multitude of students with little or no means. Many of these struggling ones have become the leaders of their generations.

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Trinity College, Dublin, Ireland, sent a long list of the "exhibitions" awarded on the results of the examinations held by the Board of Intermediate Education in Ireland. These are awarded without requiring candidates to present themselves at the Exhibition Examination held in the college, and without any restriction as to the schools at which contestants shall have received their education.

Sir John Gardiner Nutting, Bart., established ten exhibitions of fifty pounds each per annum, to be awarded by the Board of Trinity College, Dublin, from among the persons, male and female, who distinguish themselves in a given year at either the Senior or the Middle Grade Examinations of the Board of Intermediate Education in Ireland; and who shall have, for at least two years previously, regularly attended, and been educated at, an unendowed Irish Secondary School.

It is stated that the exhibitions in question are not sufficient to support a student wholly, but are intended as an assistance to such as desire to obtain a high education at a moderate cost. There are, however, so many other prizes open to them in the college that students of exceptional talent may easily obtain a free education.

The actual cost of the college course is, in fees,

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fifteen pounds at matriculation, and eight half-yearly payments of eight pounds, eight shillings, together with one pound for the degree,— in all eighty-three pounds and four shillings, spread over four years. For this the student obtains tutorial teaching in Arts, amounting at least to two hours per day during each term. There is no fee for examinations. The professional schools of the college, except those of Divinity and Law, require special fees.

The whole expense, therefore, to a student, of pursuing his Arts course, and obtaining the B. A. degree, and also of living either in college or in Dublin during eight months of the year, need not exceed two pounds per week during such residence for three and one-half years. If he resides during vacation, as is often expedient for his studies, he will be in college or in Dublin nine or ten months.

On the other hand the following prizes, to which the student may fairly aspire, may reduce his expenses, or even outbalance them: (1) Entrance Exhibitions, as above, and Entrance Prizes to the number of twenty-two; (2) Sizarships; (3) Senior Exhibitions; (4) Scholarships; (5) Studentships and Prizes at Moderatorship. Fellowship and Fellowship Prizes are Post-Graduate.

Since details as to Trinity College will throw

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light upon expenses at foreign universities in general we shall give further information.

What does the education of a proficient student at Trinity College really cost? Let us suppose the student to be a Nutting Exhibitioner (fifty pounds a year for two years). He may obtain prizes of five pounds or two pounds in various subjects at entrance. Let us say seven pounds on this account. Or else he may compete for a Sizarship, of which about ten are given yearly. If he succeed, this will relieve him from all college fees, and give him free commons daily, and entitle him to rooms at a rent of about five pounds to seven pounds per annum. If he fails in this somewhat severe competition, he can still pay his October fees by obtaining first-class honors in two subjects.

At the close of his second year, when his Entrance Exhibition expires, he may obtain one of the sixteen Senior Exhibitions (twelve of twenty pounds, and four of fifteen pounds, for two years), which will last till his degree. He may in his third year win a Foundation Scholarship (value about sixty pounds for five years), and may end his Arts course with a gold medal in some one subject, carrying with it a prize of fifteen pounds to forty pounds. If this gold medal should be obtained in either of the primary subjects of Mathematics or

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Classics, he may obtain a Studentship of one hundred pounds a year for five years. A diligent student, therefore, starting with an Intermediate Exhibition and a Board Exhibition, can hardly fail to obtain some of the distinctions above enumerated; and in so far his expenses will be considerably reduced, or entirely counterbalanced.

The Registrar of the University of Oxford, England, wrote me: "The Colleges at Oxford have no 'Self-Help' committees, such as you mention. 'The Student's Handbook' gives all information as to scholarships and exhibitions for poor students at the various colleges." On reference to this handbook we find an amazing list of scholarships, prizes, exhibitions, and fellowships. No adequate idea can be given of these in our limited space. Those who are interested in this phase of the subject should procure the handbooks of Oxford and of Cambridge and study them for themselves. A good student in vigorous health would seem to stand a fair chance of paying his way entirely through one of these great institutions by capturing prizes and scholarships.

American students are of course interested in the bearing of the Rhodes Scholarships at Oxford upon their own possibilities. Cecil Rhodes, who died at Cape Town, South Africa, March 28, 1902,

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directed in his will, dated July 1, 1899, that a part of his fortune, estimated at ten million dollars, should be applied to the creation of a fund for the support of a certain number of scholarships covering a three-years' course at the University of Oxford. He directed that the selection of the recipients of this gift should be made two from each State and Territory of the United States, fifteen from Germany, and from one to nine from each of the British Colonies. The scholarships are awarded on marks only, three-tenths whereof shall be given to a candidate for his Literary and Scholastic attainments, the remainder being for his love of outdoor athletics and sports, for strong manly qualities such as courage, generosity, and kindness, and for high moral character, and especially for ambition to serve and lead in public affairs.

Scholars from Cape Colony are chosen by the individual schools to which the scholarships are especially assigned. In several of the Canadian provinces and in a few States of the United States of America it has been decided that an appointment shall be made in rotation by the leading universities. Under this system the field of selection each year is somewhat narrowed, but it is possible to carry out more closely than otherwise

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the suggestions made by Mr. Rhodes, who appears to have had in his mind selection by a single institution. The five German students for whom annual provision is made are nominated, according to the terms of the will, by the Emperor himself. In the great majority of the States of the Union; in outlying colonies, like Bermuda, Jamaica, and Newfoundland; in four provinces of Canada; in New Zealand, and the States of Australia, the final choice of the scholar is left in the hands of a Committee of Selection. Great care has been taken in the constitution of these committees, as it has been felt that on the wise and impartial exercise of their judgment depends more than upon anything else the full success of the scheme.

In most of the States the selection is made by a committee appointed by representatives of the colleges; in some the appointments are made in rotation by the leading colleges.

The conditions regulating the award of scholarships in the American States provide that the candidates shall have satisfactorily completed the work of at least two years in some college of liberal arts and sciences. Except under extraordinary circumstances, the upper age limit must be twenty-four years at the time of entering upon the scholarship

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at Oxford. To be eligible, the candidate must be a citizen of the United States, or the son of a citizen, and must be unmarried. Each student receives an allowance of three hundred pounds ($1,500) a year, payable in quarterly instalments, which is just enough to enable him to pay his college fees and necessary expenses. As the first instalment is not available until some time after the arrival of the student, he should go abroad with one or two hundred dollars in his possession.

At the beginning of Michaelmas term, October, 1904, there entered Oxford seventy-two Rhodes scholars; forty-three were Americans, twenty-four Colonials, and five Germans. In 1906 the full number, one hundred and ninety in all, were in residence; and thereafter this number will be maintained, the vacancies being filled as men complete their three-year courses. An examination took place in the United States in October, 1910. There will be examinations in 1912, 1913, 1915 and so on, omitting every third year. The examinations are not competitive but qualifying. Inquiries as to particulars by intending candidates may be addressed to any college. Information about Oxford, its colleges and courses of studies,

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should be addressed to F. J. Wylie, the Oxford agent of the Rhodes trustees, Oxford, England.

All candidates in each State must pass an Oxford Responsions examination, and one competitor will be named for each by the committee or university charged with making appointments. Scholars must have reached at least the end of their sophomore or second-year work at some recognized degree-granting university or college of the United States. Scholars must be between nineteen and twenty-five years of age. It is intended to have at all times two beneficiaries at Oxford from each of the forty-eight States.

Copies of Oxford Responsion papers for past years can be obtained from the Oxford University Press, Nos. 91 and 95 Fifth Avenue, New York.

The President of the State University or College is in each of the following States chairman of the committee of selection for that State; Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

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The following chairmen have been named for other States: Connecticut, President Arthur T. Hadley, Yale University; Illinois, President Harry Pratt Judson, University of Chicago; Kentucky, President D. B. Gray, Georgetown College; Maryland, President W. A. Remsen, Johns Hopkins University; Massachusetts, President A. Lawrence Lowell, Harvard University; New Jersey, the Rev. Dr. Hibben, President of Princeton University; New York State, President Nicholas Murray Butler, Columbia University; Rhode Island, President W. H. P. Faunce, Brown University.

In the following States appointments are made by the chartered colleges and universities in rotation: California, University of California, Leland Stanford University, smaller colleges every seventh year; Vermont, University of Vermont, Middlebury College.

The purpose of Cecil Rhodes in establishing these scholarships for British colonists was to "instil into their minds the advantage to the Colonies as well as to the United Kingdom of the retention of the unity of the Empire."

Americans are included in this scheme, not for the end of weaning them from their own institutions, but "in order to encourage and foster an appreciation of the advantages which I implicitly believe

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will result from the union of the English-speaking peoples throughout the world, and to encourage in the students of the United States of North America who will benefit from the scholarships, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth."

Fifteen scholarships are assigned to Germany, because " an understanding between the three great powers will render war impossible, and educational relations make the strongest ties."

Any American youths, therefore, who gain the great advantage of Rhodes scholarships at Oxford not only may have great educational advantages without cost, but may become factors in international understanding, and agents of universal peace.

The American Rhodes scholar at Oxford, having already obtained part of his education at home and being of relatively mature age, should not be in danger of being denationalized, but may continue to be a good American and yet have a broad and sympathetic understanding of other nations.

He also has the opportunity to give as well as receive, for the presence of so considerable a number of students from the United States, from the

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British colonies, and from Germany at Oxford may help Oxford to a broader outlook and understanding of the rest of the world.

At the beginning of the operation of Rhodes plans for Americans at Oxford there was some difficulty of adjustment on the part of the Americans, and in regard to their reception by the native youths. But the Rhodes scholarship students from America have now won for themselves acceptance and understanding. It is stated by an Oxford student who was not a Rhodes scholar that the "official Americans" at Oxford have made their reputation as good fellows and have also won laurels as athletes and scholars. The first clubs of the University — the Bullingdon, Vincents Club, etc.,— have numbered Rhodes scholars among their most prominent and active members. A Princeton man won in 1909 his place on the victorious Oxford Rugby Fifteen.

There will be from year to year an increasingly keen competition for these scholarships. Fortunate is the youth who obtains one of them.

The spirit of the English universities is growing more democratic. An English workingman's son, who attended Oxford University, has asserted that according to his experience "class prejudice hardly existed at all," in his own college. With

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few exceptions he was on the most friendly footing with all the men of his own year and with most of the men next above and below him. He admitted that cliques exist, "but they are not formed on class lines." Writing in *The Manchester Guardian*, he states that he entered Oxford at the age of twenty-nine, after having taught in an elementary school. He relates his experience as below. He describes his first dinner in one of the halls of that great university:

"Solid silver spoons and forks! What wicked waste! A clean napkin every night! A four- or five-course dinner, and only once in my life had I experienced an evening dinner. Truly I was a commoner! Opposite sat a lord's son; by my side the son of a famous writer; near me were the descendants of historical families. I was poor, shy, nervous, sore in spirit, alone as I had never been before. It was a new world, and I was half afraid. As I returned alone through the shadowy quadrangle past the ancient building up to my room I felt heartsick and miserable. Nor was the warm solitude of my room at first any antidote. It was full of ghosts. Famous men had lived in it — at least one great poet, one famous historian. Other rooms on the staircase had housed great statesmen, literary men, poets, thinkers. Why, then, was I here? Was it all a dream? Or was it really true that the old hard life was behind me, that I, too, was at last given the chance for which I had craved, for which so many better, more

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worthy men than I crave in vain down below there in the schools, the factories, the foundries?

". . . . I did n't understand servants! It was so strange to have a man at one's beck and call. Nor did it seem right that I, who had always waited on myself, cleaned my boots, done odd jobs about the house, should have all these things done for me. But when at 7:30 on my first morning at college the good man came into my bedroom, drew up the blind, poured cold water into the shallow bath, and said, 'Half-past seven, sir,' then, indeed, I was shocked! He evidently expected me to have a cold bath; to sprinkle myself with icy water on that keen October morning — a most unheard-of proceeding! A further sense of strangeness afflicted me in the possession of two rooms, a 'bedder' and a 'sitter,' the latter a large double-windowed room very comfortably furnished, and with the walls all panelled, not with oak but painted wood. There were no pictures — those I could provide if I wanted — and from one of the pile of advertisements received during the next few days I learned that pictures could be hired by the term. But having pictures was out of the question. By some oversight the college authorities had omitted to notify me that I must provide my own table linen, cutlery, etc. . . . .

"Is it necessary to say that such expenditure caused me the greatest of all my discomforts? During the first few days I was maddened by the way in which 'freshmen' were throwing money about. Pictures, cushions, fancy articles, pipes, clothing, baths, books, wines, tobacco, cigarettes — to say

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nothing of the linen and cutlery — were all being bought in huge quantities at fancy prices. To me, whose purse had always been but poorly furnished, whose career nine years ago at a day training-college had been a time of poverty so great that frequently two meals a day had to suffice; that for a week at a time I was absolutely penniless; that for Saturday night after Saturday night I was glad to earn four shillings for playing the piano in a certain little public-house; . . . — to me this lavish expenditure seemed at first not merely unnecessary, but criminal."

He then began to form social connections, and he writes of that phase of Oxford life:

"'It was very good of you to come. You know I sometimes feel that men like me are not fit to talk to men like you. You have worked hard and struggled upward, and we've done just nothing except spend money we never earned, mostly on pleasures and dissipations.' This was said quietly, simply, and, I believe, sincerely as I was leaving a student's room, after having eaten the largest and most costly breakfast I had ever enjoyed. He was the son of an extremely wealthy man; he had a princely allowance from his father; he came from a famous public school. And in spite of my forcible interjection of the word 'Rubbish!' in spite of the little argument I could bring to bear on his statement, he was evidently depressed by reflection on his own idleness and wealth. Nor was this the only occasion on which men like him have said the same sort of thing to or about me. In fact, I have been amused, astounded, even provoked

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to find that in my own college were men who gave me a sort of halo, and approached me with the diffidence I confess I had felt toward them, merely because I was supposed to be 'a real live workingman who had seen life, and had struggled up to Oxford just as the story-book young man does.' One modest youth, expressing to a friend of mine his desire to know me, said: 'But I don't suppose he'll care to talk to me. I'm so ignorant of things.'

"Thus before long I was actually being sought as the man who knew a good deal at first hand of social problems and the life of the poor. At debating societies I was soon embarrassingly in request, for a characteristic of Oxford to-day is the extraordinary interest taken in all sorts of social questions — unemployment, poverty, housing, education, the right to work, slum life, conditions of labor, sweated industries. Such subjects have occupied a very large proportion of the debates, both at the Union and at the various college societies. It was this keen interest in social reforms which first showed me my greatest misconception with regard to the 'upper classes.' Like most loyal members of the proletariat, I had preached of the callousness, the indifference, of the rich to the sufferings of the poor. I had honestly believed that the rich were more responsible for the evils of poverty and unemployment, rack-renting and sweated labor. But now that I was thrown among these ravening beasts like a slave among wolves for their delectation, I found that quite a large number of these wolves were watch-dogs."

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Merrick Whitcomb says:

"Guglielmo Ferrero, in commenting on the struggle of the middle classes against the aristocracy in England, as exemplified in the proposed limitation of the powers of the House of Lords, has suggested that the reason why the aristocracy has monopolized public life in England is largely due to the higher cost of education, which put it beyond the reach of the middle classes. The secondary schools and universities have been expensive, and only the aristocracy of blood or money has been able to educate its sons for Parliament. A Parliamentary form of government demands men of high culture, legal and philosophical. The ministers of an absolute monarchy may be unable to write or to speak effectively, but this is impossible in Governments of the new type.

"The school reform in England, the cheapening of higher education, is putting power into the hands of the middle classes, as it has done in the nineteenth century on the continent of Europe, where the middle classes now control the Governments."

The Registrar of Cambridge University, England, wrote me:

"Quite a fair number of students help themselves through their college course by teaching, either privately or as tutors in Cambridge, and by taking tutorships in the vacations. We have no fund or committee to assist such students; but many colleges give assistance quite privately to such students as are in need of it, and all colleges offer scholarships

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and exhibitions yearly, varying in value from eighty pounds to twenty-five pounds per annum. Some of these are confined to students who cannot otherwise obtain a university education. There are seventeen colleges and one public hostel, and each institution offers about seven or eight scholarships yearly. Further, there are many exhibitions open only to members of particular schools."

"The Student's Handbook," as in the case of Oxford, should be obtained and consulted by any who are especially interested in details in regard to Cambridge.

The University of London states that there is no special fund set aside for the help of students, nor does it have a committee of self-help, but it offers a considerable number of scholarships, studentships, exhibitions, and prizes. There are also conditional reductions of fees. It is possible at this university to work during the day at any employment in the city and to take evening courses. The University of London is a growingly important institution; and any who are interested should apply for information to the separate schools and institutions for details.

The University of Berlin writes:

"At this university there has always existed the following arrangement, that every one who wishes to

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establish a theological student should post the announcement on the black board. In this manner it is possible for many students to gain an occupation or livelihood.

"For several years, the so-called free scholarships have offered special aid to students, with very good results. On the part of the university such an opportunity is not offered; the students themselves have brought about this order of things.

"The university, however, has in trust a large number of endowments from which the students derive extra benefits. These amount to two hundred thousand marks annually. Four of these endowments consist in houses, in which students can secure lodgings, heat, and light free, or at a very slight cost. The conditions are mostly testamentary (by will). Birth, home, literary pursuit, and religion are the main thing."

As giving further light upon conditions in Germany, this letter from Professor William Hittell Sherzer of Ypsilanti is quoted. He writes me:

"January 12, 1911.

"It is now ten years since I spent a year in Berlin, studying at the University there, and conditions have probably changed during that time. One of my colleagues has been there more recently, and tells me that board, room, heat, and lighting may be obtained for about thirty-five dollars a month. It was less than this when I was there, and my sister lived upon less than half of this, but she was especially

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fortunate in getting into a 'home' for women in which the expense was very near cost.

"For each course elected there is a small fee, which would probably total less than thirty-five dollars, and a small matriculation fee. The cost for books would be less than in any American college.

"At Jena, one of my colleagues places the cost of living at about twenty-five to thirty dollars a month and places the fees at about forty dollars a year. At Munich it runs higher, the monthly living expense being placed at fifty dollars to seventy-five dollars, and fees about thirty dollars.

"In order to study abroad one should have his Bachelor's degree from some reputable institution, especially if he wishes to become a candidate for a higher degree. Then I believe that he could live abroad more cheaply than in any of the better institutions in this country, and although the work itself might not be any more valuable he is greatly broadened by such foreign residence, gains a mastery of the language, has an opportunity for some remarkably cheap side trips during vacations, and finds that he is credited with knowing a great deal more about his specialty, whether he actually does or not.

"Help is so cheap abroad that it would not be wise for any American student to attempt to earn his way over there unless it were by some such scheme as correspondent for home papers, or perhaps teaching English."

The Registrar of the University of Vienna writes: "The reëstablishing of an oversight of the

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Vienna University in behalf of the Welfare institutions and Self-Help arrangements are in progress, and a report will appear in print by the end of 1911."

The following paragraphs in regard to German universities are of especial interest to women students who may contemplate work in the institutions dealt with.

Merrick Whitcomb says:

"Women students in German universities have had a difficult time, first, to be admitted, and, second, to secure attention from the professors. The governing bodies of the German universities have shown great reluctance in admitting women to their privileges. This is partly due to the tradition of separate education for the sexes, and also to the exclusion of women from the professions, which made a university education comparatively purposeless. In time, however, the movement for the higher education and greater freedom of women reached Germany. The first advance was met with uncompromising opposition, and a long and weary struggle ensued. Learned professors wrote volumes to prove the exceptional organism and the general incompetency of women, but in spite of that the women persevered. The main difficulty lay in the local independence of the universities; they are controlled by the State, but it is traditional that they should regulate their own internal affairs.

"In 1890 the Teachers' Association of Göttingen induced some of the professors in the local university

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to give them a special two-year course of lectures. The number of women attending these courses increased rapidly, and other professors volunteered their aid. The Prussian Ministry took an interest in the matter, and a State examination was instituted, based upon a two-year course of study. The national antipathy to co-education was gradually broken down, and in time women were admitted as 'hearers' to all universities. At one university a professor obtained permission for an exceptionally gifted woman to be admitted to the Ph. D. examination. This was an entering wedge.

"A great obstacle in the way of opening courses to women was the fact that secondary schools did not give courses to prepare women for entrance to university work. The Allgemeiner Deutscher Frauenverein came forward and founded a gymnasium for girls, which enabled them to acquire their *maturität*. The large number of women who came to the universities were still not allowed to matriculate, but were classed as 'hearers.' Finally, at the close of 1899, the Grand Duke of Baden, who is perpetual president of all universities in the Grand Duchy, issued a decree allowing all women who presented proper *maturität* certificates to be allowed to matriculate. Bavaria followed in 1903-04; Würtemberg in 1904; Saxony in 1906; Weimar-Eisenach in 1907; Prussia and Hesse in 1908-09; and Mecklenburg in 1909-10.

"The number of women students is steadily increasing. The winter session of 1909-10 showed 1,856 students against 1,108 in the previous academic

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year. Philosophy and philology attract the greater number,— 975; medicine, 476; mathematics and science, 287; law, 30; and Protestant theology, 5. In some States law and theology are still closed to women. The University of Berlin has drawn the greater number, 632, although there the opposition to the admission of women has been most strenuous. Some of the Berlin professors are not yet reconciled, and refuse to admit women to their classes, even when fully matriculated in the university.

"The Emperor's prize, the most coveted distinction of the University of Berlin, has been won, in 1911, for the first time by a woman. This shows how rapidly women have been winning their way in academic life in Germany; for but little time has elapsed since they were permitted to compete with men in the arena of higher education."

The Royal Frederic University at Christiania states through its Secretary:

"I beg to inform you that the lectures at our university are public, with free admission to all. To obtain the right to work in the various institutes and laboratories connected with the university, a charge of from five to twenty *kroner* per half-yearly term is made. This fee may, however, on application, be remitted to students in straitened circumstances.

"The total number of students is, at the present time, about fifteen hundred.

"In the course of time, the university has been endowed with several scholarships for the assistance of students; the total sum of such endowments

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amounts to somewhat more than a half-million *kroner*, and the interest is apportioned in bounties of from fifty to two hundred and fifty *kroner* per half-yearly term, to deserving and needy students.

"Independent of the university, the students have their own Benefit Society, which grants to impecunious students loans, free of interest during the time such students are pursuing their studies at the university.

"Another society has for its aim the procuring of work for students during the vacations, such as farm work, etc., whereby they are able to earn a small wage and at the same time obtain beneficial recreation. While studying at the university a great many of our students earn money by school-teaching, office work, etc.

"In later years a few students have sought employment during the vacations as guides, porters, interpreters, etc., at the various tourist hotels."

The University of Geneva states through its Secretary:

"I have the honor to inform you that it is not an easy thing for foreign students to procure work in Geneva. Native students can obtain their lessons, especially French lessons. Nowhere does there exist a committee of students which makes it its duty to find work; but there is a Mutual Aid Society, where the members come to each other's help. There is a committee of patrons for foreign students, composed of professors and persons interested in the university. At all times they are ready to find lodgings for foreign

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students, and when possible make living easy for them in Geneva. I will add that to live in Geneva will cost from one hundred and fifty to two hundred *francs* for lodging and board, without counting tuition."

There are several prizes at Geneva. The fees are all moderate.

Still another part of the world reports through the Registrar of the University of Sydney, New South Wales:

"I beg to inform you that there is no self-help committee for the aid of students in this university. Many of the students are engaged in teaching work in their spare time; some in literary work, and some in clerical work, but there is no systematic organization in the university for finding work for the students. There are a number of scholarships of the value of fifty pounds and upwards which are awarded to students annually. These are given on the result of competitive examinations in the various departments of the university. There are also a number of bursaries, which vary from twenty-five pounds to fifty pounds a year, and are generally tenable for three years, and which carry with them the remission of fees in the Faculty of Arts or that of Pure Science. Two are tenable for five years in the medical school. These are awarded after enquiry into the financial circumstances of the applicants. The amount annually distributed in scholarships and bursaries is about three thousand five hundred pounds."

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The large and elaborate "Calendar" or catalogue of this university gives interesting details as to the scholarships, bursaries, etc., in addition to its other matter.

Miss Janet M. Johnstone of the Japan Mission of the Presbyterian Church in the U. S. A. wrote from Kanazawa:

"There are many ways in which students work their way through schools and colleges in this land. I am working in a Girls' Higher School, and in this school we have always a few pupils whom we help. While in school, these pupils help us in various ways, write letters for us, teach in the lower grades, work in Sunday Schools, etc. But where we get the real return for what we do for them is in their work after graduation. Every girl who is helped promises to work for us for at least two years after she graduates, and during that time she is supposed to work for a comparatively small salary in order to pay back at least part of what she has received.

"This plan of working after graduation is very popular in Japan. The Government schools use it to their great advantage, as in this way they secure good teachers, who are bound to teach just where they are sent, for a number of years. In some cases the promise is for five years.

"In many Industrial Schools girls earn their way by embroidering. Long ago the students here did that, but the teachers decided that that work was too hard on the students when they were taking such a

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wide course of study as we have in our school. Japanese girls are not strong, and are likely to break down if they do not have sufficient time for recreation.

"Girls often earn their board by acting as a kind of evening governess in a home. The children go to school, and this governess helps them with their studies at night. Other girls help in houses in other ways just as girls in America do.

"Young men often act as secretaries out of school hours. People in Japan are very glad to help a young man get an education; so comparatively poor people often take in a student and give him his board, with the understanding that he helps in any way he can, acting as tutor for the children, writing letters, going on errands, etc. One young man I know teaches in a night school and thus earns his way. Many young men get up early and deliver milk, newspapers, etc., and thus earn something.

"Both young men and young women teach and study at the same time, just as they do in America.

"This land is full of struggling students, and their efforts at self-help are certainly inspiring."

Dr. D. B. Schueder, president North Japan College, Sendai, Japan, wrote:

"In connection with North Japan College we have what we call an Industrial Home. It consists of a dormitory, a printing establishment, a dairy, and a laundry. About fifty North Japan College students live in this dormitory rent-free and buy their own food and have a cook to prepare it for them. Then they work three hours a day, some at printing, some at

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milk-carrying (the milk is carried around in cans), some at laundering, some at newspaper-carrying, and some at peddling *soy*, a kind of sauce that is universally used in Japanese cooking. Especially the newspaper-carriers have to get up very early, most of them as early as three o'clock in the morning. The milk-carriers also have to be up very early. They go in straw sandals summer and winter; and in wet or snowy weather their feet of course get wet. They live in a very poor dormitory also. They make about half their expenses. Their average standing in scholarship is somewhat higher than the average of those that have no such work. Moreover in character they are considerably better. Most of them turn out well after graduation. The Home has now been running for nearly twenty years.

"The average expenses of a student in our institution are about five or six dollars per month, including one dollar for tuition. Our Industrial Home emphasizes the honorableness of work, and many students in other schools have learned to follow the example of our school in this respect. The city of Sendai is the largest city in Japan north of Tokyo. It has about 150,000 inhabitants, and has a large number of schools. It is the student centre of the north."

T. Ochiai, of Okayama, Japan, wrote me:

"I must say that it is very hard to help oneself through college here. We have here the Sixth National College, which is one of the eight Government schools in Japan. This ranks between the three

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Imperial universities and about three hundred middle schools. There may be in this Sixth National College some five or six out of six hundred students who help themselves. I know three of them. One student is a helper in the Reform School for youngsters (a private institution). Another works in an M. P.'s home, helping in secretarial duties. Another coaches a gentleman's son in his studies.

"The hours of these students' work are not very regular. Of course, they attend school from 8 A. M. to 2 P. M.; their labors are in their spare hours. They thus get their board and room, to the great relief of themselves and their parents, who are poor farmers or lowest officers. Last year there was one student who worked in delivering milk in early mornings.

"In Tokyo, students can find more opportunities in such lines, but they can never find such means as to help themselves entirely.

"This is our educational system: Elementary schools, 6 years; Middle schools, 5 years; 8 National colleges, 3 years; three Imperial Universities, 3 to 4 years; University Hall, 5 years."

Mr. Frank Carpenter, the journalist, says in regard to the American College in Egypt at Assiout:

"It is full to overflowing, and notwithstanding the new structure just completed, it needs more money and more buildings. It has a great prestige throughout the Nile Valley, and the efficiency, with a little money, could be easily doubled. The college is said to give a better education than the government institutions, and

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that at the lowest possible cost. The tuition is nominal.

"For the poorest scholars the tuition is only about one dollar a session in money, and the ordinary rate is about ten dollars a year. The cost of the education varies with the taste of the students. These are of all classes, from the sons of the poorest fellah to the highest pasha and richest merchant of the Nile Valley.

"There are three kinds of accommodations, the cost of which ranges from thirty-five dollars a year upward. The wealthy Egyptian boy can have his own room, or he can live four in a room. He can have a good table, or, at less cost, can be boarded so that he has meat three or four times a week. On the other hand, he can work his way through college, bringing his own food and buying vegetables and fish at very low cost. Many of the boys bring their bread from home. It is made of ground corn or millet, and baked in cakes an inch thick. These cakes are toasted until they are as hard as stone, in which shape they will keep through the term. Before going in to a meal the students dip their bread in buckets of water set out for the purpose, and when soft carry it with them to the table."

S. R. Steinmerk, Secretary to the University Senate and Professor of Ethnology in the University of Amsterdam, wrote me:

"As a rule university students in Holland belong to the more or less well-to-do classes; really poor ones, that would be obliged to earn their living during

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their scholarship, there are none. Some, whose pecuniary circumstances are rather bad, earn something by giving lessons, but the cases are very few; their earnings are little, and there is no committee whatever to help them in finding work. Still there are means to make the university attainable for poor but talented young men. Some who lack means for acquitted of paying their college fees, others are assisted to some extent by the 'Universiteits Vereeniging,' a committee that has the object, among other things, to succor poor students. Still others get stipends to a greater or smaller amount from the town, or out of private funds; but working one's way through college is an unknown thing to us. It may be that some one or other among our students do so, but then the cases are so very few that they do not count."

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CHAPTER XVIII

COST OF TUITION AND OTHER EXPENSES AT VARIOUS COLLEGES

At the Armour Institute boys and girls and men and women are given an opportunity to gain an education, while earning a living. Indeed there is not a great business house in Chicago that does not have "Armour Institute boys" on its pay roll, sons of men who work in Packingtown. One such boy I know, who now receives a salary of ten thousand dollars a year.—ELBERT HUBBARD.

IT is perhaps not possible to give more than an approximate statement as to what the cost of a college education may be. It is a simple matter to find out what the tuition and other fees are at any given institution, and to ascertain what lodging and board cost in various communities.

Individual habits count. Some persons are trained to consider the value of pennies and never spend a cent without considering the necessity of the expenditure. They will walk to save a nickel car-fare; they do without many things deemed essential by others; they bargain carefully;

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they take care of clothing and books when these have been purchased. Others are always spending; they cannot see a thing without feeling that they must have it.

The estimates of expenses at college cannot in general include railroad fares, clothing, and such matters. One must therefore make his own calculations according to his situation.

Tuition at various institutions ranges from nothing, as at many State colleges and theological schools, through $16 at Atlanta University, for colored persons; $11 at Brigham Young College; $20 at Alabama Polytechnical Institute; $18 at Maryville; $30, $40, $50 at many institutions; $100 at Lafayette, Lake Erie, etc.; $125 at Mount Holyoke, Boston University, etc.; $150 at Johns Hopkins, Princeton, Yale, Harvard; $200 at Radcliffe, Bryn Mawr; $250 at Massachusetts Technical Institute.

Fees range from none through $8 and $10 up to $220. These higher fees include different departments of the university; for instance, in taking specialties in several departments there are fees to be paid in each department.

Living expenses — lodging, board, fuel, and light — range according to the community where the college is located. At certain colleges these

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are estimated at $72, as at Maryville; $85 to $100 at Berea; at various colleges, $100, $125, $150, $175, $200; at Yale $345; at Harvard $200 up; Haverford $300 to $350; at Radcliffe $350 to $500.

In a simple village community, the living for a smaller amount of money may be practically as good as at greater expense in a larger place.

The general experience is that expenses are larger, and not less, than estimated. It is advisable therefore to prepare to go as far beyond that estimate as one can. It is safe to say that at Harvard, for instance, one should aim to have in sight, or be prepared to earn, at least $550 yearly, not counting clothing and railway fares. At Berea one would better count on $250. At Oberlin it will be well to have $300. So with the others.

We give in this chapter a reference list, supplied by the various universities and colleges, of the annual cost of tuition; of board, room, etc.; of fees, books, etc. The prospective student will find it convenient and serviceable in selecting his college.

Adelphi College, tuition, yearly, $180; board, room, etc., $250 (minimum); fees, books, etc., $20.

Adrian College, tuition, yearly, $70; board, room, etc., $145; fees, books, etc., $25.

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Agricultural and Mechanical College, Texas, no tuition fees; board, room, etc., $150; fees, books, etc., $83.

Alabama Polytechnic Institute, free to State residents; board, room, etc., $134; fees, books, etc., $50.

Albion College, tuition, yearly, $40; board, room, etc., $130-170; fees, books, etc., $25-35.

Albright College, tuition, yearly, $60; board, room, etc., $165; fees, books, etc., $25.

Alcorn A. & M. College, tuition, yearly, $15; board, room, etc., $55; fees, books, etc., ——.

Alfred University, tuition, yearly, $50; board, room, etc., $250-300; fees, books, etc., $60-75.

Allegheny College, tuition, yearly, $75; board, room, etc., $300-500; fees, books, etc., $15.

Alma College, tuition, yearly, $30; board, room, etc., $170; fees, books, etc., $25.

American University, Tenn., tuition, yearly, $50; board, room, etc., $100; fees, books, etc., $15.

Amherst College, tuition, yearly, $140; board, room, etc., $350-600; fees, books, etc., ——.

Antioch College, tuition, yearly, $30; board, room, etc., $108; fees, books, etc., $24.

Ashland University, tuition, yearly, $33.50; board, room, etc., $123; fees, books, etc., $20.

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Atlanta University, tuition, yearly, $20; board, room, etc., $100; fees, books, etc., ——.

Auburn Theological Seminary, tuition, yearly, none; board, room, etc., $170; fees, books, etc., none.

Augustana College, tuition, yearly, $36; board, room, etc., $150; fees, books, etc., $20.

Baker University, tuition, yearly, $50; board, room, etc., $180-300; fees, books, etc., $10-25.

Barnard College (women), tuition, yearly, $150; board, room, etc., $365 (minimum); fees, books, etc., $12.

Beloit College, tuition, yearly, $80; board, room, etc., $240 (minimum); fees, books, etc., $30.

Bellevue College, tuition, yearly, $50; board, room, etc., $154; fees, books, etc., $11-21.

Benedict College, tuition, yearly, $8; board, room, etc., $80; fees, books, etc., $15.

Bethany College, Kansas, tuition, yearly, $36-120; board, room, etc., $105; fees, books, etc., ——.

Blackburn College, tuition, yearly, $50; board, room, etc., $250; fees, books, etc., $10-25.

Boston University, tuition, yearly, $130; board, room, etc., $200 (minimum); fees, books, etc., $25 (minimum).

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Bowdoin College, tuition, yearly, $75; board, room, etc., $175; fees, books, etc., $100.

Brigham Young College, tuition, yearly, $11; board, room, etc., $200; fees, books, etc., $15.

Brown University, tuition, yearly, $153; board, room, etc., $300; fees, books, etc., $100-200.

Bryn Mawr College, tuition, yearly, $20-200; board, room, etc., $100-200; fees, books, etc., $15.

Bucknell University, tuition, yearly, $50; board, room, etc., $174; fees, books, etc., $26.

Butler College, tuition, yearly, $48; board, room, etc., $180; fees, books, etc., $25.

Carnegie Technical School, tuition, yearly, $5-20; board, room, etc., $220 (minimum); fees, books, etc., $35-50.

Carroll College, tuition, yearly, $50; board, room, etc., $175 (minimum); fees, books, etc., $10-15.

Carson and Newman College, tuition, yearly, $30-40; board, room, etc., $80-130; fees, books, etc., $10-25.

Case School of Applied Science, tuition, yearly, $100; board, room, etc., $190-228; fees, books, etc., $35.

Catawba College, tuition, yearly, $45; board, room, etc., $125; fees, books, etc., $10-15.

Catholic University of America, tuition, yearly,

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$75; board, room, etc., $225-250; fees, books, etc., $20.

Cedarville College, tuition, yearly, $30; board, room, etc., $162; fees, books, etc., $28.

Central University of Iowa, tuition, yearly, $40-45; board, room, etc., $150-200; fees, books, etc., $10-20.

Central Wesleyan College, tuition, yearly, $36-44; board, room, etc., $117-126; fees, books, etc., $20.

Charles City College, tuition, yearly, $38; board, room, etc., $218; fees, books, etc., $16.

Charleston College, tuition, yearly, $40; board, room, etc., $108; fees, books, etc., $25.

Christian Brothers College, Mo., tuition, yearly, $50; board, room, etc., $300; fees, books, etc., $5.

Claflin University, co-ed., tuition, yearly, $20; board, room, etc., $75; fees, books, etc., $25.

Clark College, Mass., tuition, yearly, $50; board, room, etc., $150-200; fees, books, etc., $15-20.

Clark University, Mass., tuition, yearly, $100; board, room, etc., $200 (minimum); fees, books, etc., $35.

Clarkson Technical School, tuition, yearly, $100; board, room, etc., $156-180; fees, books, etc., $40-50.

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Clemson Agricultural College, tuition, yearly, $40 (remitted to such as cannot afford to pay); board, room, etc., $118; fees, books, etc., $18.

Coe College, tuition, yearly, $40; board, room, etc., $153; fees, books, etc., $22.

Colgate University, tuition, yearly, $60; board, room, etc., $250; fees, books, etc., $50.

College of City of New York, tuition, yearly, free to State residents; board, room, etc., ——; fees, books, etc., ——.

Colorado Agricultural College, tuition, yearly, none; board, room, etc., $300; fees, books, etc., $35.

Colorado College, tuition, yearly, $50; board, room, etc., $160-200; fees, books, etc., $40.

Colorado School of Mines, tuition, yearly, $150 (free to State residents); board, room, etc., $275; fees, books, etc., $100.

Columbia University, tuition, yearly, $150-250; board, room, etc., $200; fees, books, etc., $75.

Concordia College, tuition, yearly, $40; board, room, etc., $84; fees, books, etc., $30.

Connecticut Agricultural College, tuition, yearly, none; board, room, etc., $144; fees, books, etc., $60.

Cornell College, Iowa, tuition, yearly, $50; board, room, etc., $135-200; fees, books, etc., $15-30.

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Cornell University, N. Y., tuition, yearly, free to $150; board, room, etc., $300-500; fees, books, etc., $25-75.

Cotner University, tuition, yearly, $36; board, room, etc., $200; fees, books, etc., $15.

Creighton University, tuition, yearly, classical department, free; other departments, average $80; board, room, etc., $175; fees, books, etc., $10 (minimum).

Dakota Wesleyan University, tuition, yearly, $40; board, room, etc., $140; fees, books, etc., $25.

Dartmouth College, tuition, yearly, $125; board, room, etc., $175-260; fees, books, etc., $60-150.

Davidson College, tuition, yearly, $60; board, room, etc., $105-240; fees, books, etc., $25-40.

Delaware College, tuition, yearly, $60; board, room, etc., $175-275; fees, books, etc., $75-100.

Denison University, tuition, yearly, $50; board, room, etc., $150 (minimum); fees, books, etc., $75.

De Pauw University, tuition, yearly, $55; board, room, etc., $180-234; fees, books, etc., $25-50.

Des Moines College, tuition, yearly, $48; board, room, etc., $250; fees, books, etc., $50.

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Dickinson College, tuition, yearly, ——; board, room, etc., $275; fees, books, etc., $35.

Doane College, tuition, yearly, $40; board, room, etc., $123; fees, books, etc., $18.

Drake University, tuition, yearly, $90 (minimum); board, room, etc., $150 (minimum); fees, books, etc., ——.

Drew Theological Seminary, tuition, yearly, none; board, room, etc., $120; fees, books, etc., $50.

Drury College, tuition, yearly, $50; board, room, etc., $175; fees, books, etc., $25.

Earlham College, tuition, yearly, $77; board, room, etc., $173; fees, books, etc., $15.

Eastern College, tuition, yearly, $60; board, room, etc., $100; fees, books, etc., $15.

Elmira College (women), tuition, yearly, $150; board, room, etc., $275; fees, books, etc., $25.

Elon College, tuition, yearly, $50; board, room, etc., $110-125; fees, books, etc., $35-40.

Emory College, tuition, yearly, $60; board, room, etc., $108-180; fees, books, etc., $15-20.

Emporia College, tuition, yearly, $50; board, room, etc., $145-250; fees, books, etc., $25.

Erskine College, tuition, yearly, $50; board, room, etc., $95-135; fees, books, etc., $30.

Ewing College, tuition, yearly, $30; board, room, etc., $125; fees, books, etc., $25.

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Fairmount College, tuition, yearly, $50; board, room, etc., $250; fees, books, etc., $25.

Findlay College, tuition, yearly, $38; board, room, etc., $115; fees, books, etc., $6-15.

Fisk University, tuition, yearly, $17; board, room, etc., $100; fees, books, etc., $25.

Franklin College, Indiana, tuition, yearly, $63; board, room, etc., $175; fees, books, etc., $25.

Franklin College, Ohio, tuition, yearly, $45; board, room, etc., $160; fees, books, etc., $15.

Franklin and Marshall College, tuition, yearly, none; board, room, etc., $175; fees, books, etc., $50.

General Theological Seminary, P. E., tuition, yearly, none; board, room, etc., $225; fees, books, etc., ——.

George Washington University, tuition, yearly, $150; board, room, etc., $200-350; fees, books, etc., $7-57.

Georgetown College, tuition, yearly, $45; board, room, etc., $130-180; fees, books, etc., $25.

Georgetown University, D. C., tuition, yearly, $100-150; board, room, etc., $250-650; fees, books, etc., $42.

Goucher College, tuition, yearly, $150; board, room, etc., $300; fees, books, etc., none.

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Grand Island College, tuition, yearly, $36; board, room, etc., $113; fees, books, etc., $27.

Greensboro Female College, tuition, yearly, $75; board, room, etc., $140; fees, books, etc., $10-15.

Greer College, tuition, yearly, $40; board, room, etc., $160; fees, books, etc., $10.

Grinnell College, tuition, yearly, $70; board, room, etc., $186; fees, books, etc., $35.

Grove City College, tuition, yearly, $60; board, room, etc., $125-180; fees, books, etc., $35.

Guilford College, tuition, yearly, $60; board, room, etc., $135; fees, books, etc., $20.

Gustavus Adolphus College, tuition, yearly, $32; board, room, etc., $207-261; fees, books, etc., $26.

Hamilton College, tuition, yearly, $90; board, room, etc., $400-500; fees, books, etc., $40.

Hampden Sidney College, tuition, yearly, $50; board, room, etc., $250 (minimum); fees, books, etc., ——.

Hampton Normal and Agricultural Institute, tuition, yearly, $100; board, room, etc., $132; fees, books, etc., $6.

Harvard University, tuition, yearly, $150; board, room, etc., $200 (minimum); fees, books, etc., $25 (minimum).

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Hastings College, tuition, yearly, $50; board, room, etc., $145; fees, books, etc., $12.

Haverford College, tuition, yearly, $150; board, room, etc., $268; fees, books, etc., $25.

Heidelberg University, tuition, yearly, $60; board, room, etc., $125; fees, books, etc., $10-25.

Henderson College, tuition, yearly, ——; board, room, etc., $175-210; fees, books, etc., $20.

Highland College, tuition, yearly, $40; board, room, etc., $150-200; fees, books, etc., $15.

Hillsdale College, tuition, yearly, $27; board, room, etc., $75-150; fees, books, etc., $30-75.

Hiram College, tuition, yearly, $48; board, room, etc., $150-190; fees, books, etc., $5-20.

Hiwassee College, tuition, yearly, $20; board, room, etc., $98; fees, books, etc., $12.

Hobart College, tuition, yearly, $100; board, room, etc., $150-200; fees, books, etc., $40-50.

Holy Cross College, tuition, yearly, $60; board, room, etc., $300; fees, books, etc., $50.

Hope College, tuition, yearly, $24; board, room, etc., $150; fees, books, etc., $50.

Howard University, D. C., tuition, ——; board, room, etc., $125; fees, book, etc., $20-30.

Howard Payne College, tuition, yearly, $66; board, room, etc., $175; fees, books, etc., $20.

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Illinois College, tuition, yearly, $50; board, room, etc., $110-225; fees, books, etc., $10-20.

Illinois State Normal University, tuition, yearly, none; board, room, etc., $114-180; fees, books, etc., $20.

Indiana University, tuition, yearly, none; board, room, etc., $150; fees, books, etc., ——.

Iowa State College, tuition, yearly, free to State residents; board, room, etc., $300-350; fees, books, etc., ——.

Iowa Wesleyan University, tuition, yearly, $45; board, room, etc., $144; fees, books, etc., $15-20.

James Millikin University, tuition, yearly, $40; board, room, etc., $300-400; fees, books, ——.

Johns Hopkins University, tuition, yearly, $150-200; board, room, etc., $180; fees, books, etc., $30 (minimum).

Juniata College, tuition, yearly, $57; board, room, etc., $156; fees, books, etc., $10-25.

Kalamazoo College, tuition, yearly, $30; board, room, etc., $175; fees, books, etc., $15-20.

Kansas State Agricultural College, tuition, yearly, $9; board, room, etc., $160; fees, books, etc., $12.

Kentucky Wesleyan College, tuition, yearly, $50; board, room, etc., $105; fees, books, etc., $20.

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Kenyon College, tuition, yearly, $75; board, room, etc., $175-300; fees, books, etc., $35.

Keuka College, tuition, yearly, $45; board, room, etc., $126; fees, books, etc., $27.

Knoxville College, tuition, yearly, $7; board, room, etc., $75; fees, books, etc., $15.

Lafayette College, tuition, yearly, $100; board, room, etc., $224; fees, books, etc., $66.

Lake Forest College, tuition, yearly, $67; board, room, etc., $183-300; fees, books, etc., $15-25.

Lander College, tuition, yearly, $40; board, room, etc., $140; fees, books, etc., $25.

Lane Theological Seminary, tuition, yearly, none; board, room, etc., $200; fees, books, etc., $25.

Lawrence University, tuition, yearly, $46; board, room, etc., $144; fees, books, etc., $15.

Leander Clark College, tuition, yearly, $40; board, room, etc., $140-190; fees, books, etc., $20-40.

Lebanon Valley College, tuition, yearly, $50; board, room, etc., $160-180; fees, books, etc., $29.

Lehigh University, tuition, yearly, $100-200; board, room, $250-350; fees, books, etc., $50.

Leland Stanford Jr. University, tuition, yearly, free to undergraduates; board, room, etc., $180-270; fees, books, etc., $25-75.

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Lenox College, tuition, yearly, $30-45; board, room, etc., $144; fees, books, etc., $25-35.

Liberty College, tuition, yearly, $205; board, room, etc., $155; fees, books, etc., $35.

Lincoln College, tuition, yearly, $36; board, room, etc., $180; fees, books, etc., $50.

Lincoln University, tuition, yearly, $25; board, room, etc., $94; fees, books, etc., $15.

Lombard College, tuition, yearly, $37; board, room, etc., $200; fees, books, etc., $25.

Louisiana State University, tuition, yearly, free to State residents; board, room, etc., $126; fees, books, etc., $15-55.

Macalester College, tuition, yearly, $47; board, room, etc., $120-162; fees, books, etc., $25.

Manhattan College, tuition, yearly, $75-100; board, room, etc., $250; fees, books, etc., $10-30.

Marietta College, tuition, yearly, $75; board, room, etc., $130; fees, books, etc., $25-40.

Maryland Agricultural College, tuition, yearly, $240; living included in tuition charges.

Maryville College, tuition, yearly, $18; board, room, etc., $85; fees, books, etc., $8.

Massachusetts Agricultural College, tuition, yearly, ——; board, room, etc., $200; fees, books, etc., $25-40.

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Massachusetts Institute of Technology; tuition, yearly, $250; board, room, etc., ——; fees, books, etc., $25-50.

McCormick Theological Seminary, tuition, yearly, none; board, room, etc., $225; fees, books, etc., $40-50.

McKendree College, tuition, yearly, $45; board, room, etc., $108-180; fees, books, etc., $15-25.

McMinnville College, tuition, yearly, $51; board, room, etc., $120-200; fees, books, etc., $25-50.

Miami University, tuition, yearly, $30; board, room, etc., $110-255; fees, books, etc., $15-25.

Michigan Agricultural College, tuition, yearly, free to State residents; others pay $15; living, books, etc., $200-300.

Michigan College of Mines, tuition, yearly, $25; board, room, etc., $330; fees, books, etc., $100-150.

Middlebury College, tuition, yearly, $80; board, room, etc., $144-175; fees, books, etc., $12.

Midland College, tuition, yearly, $40; board, room, etc., $115; fees, books, etc., $15.

Milligan College, tuition, yearly, $40; board, room, etc., $90; fees, books, etc., $10.

Mills College, tuition, yearly, $150; board, room, etc., $350; fees, books, etc., $15-25.

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Millsaps College, tuition, yearly, $30; board, room, etc., $135; fees, books, etc., $15.

Milton College, tuition, yearly, $40; board, room, etc., $140; fees, books, etc., $20.

Mississippi College, tuition, yearly, $40; board, room, etc., $100-160; fees, books, etc., $20.

Mississippi Agricultural and Mechanical College, tuition, yearly, free to State residents; others pay $30-50; board, room, etc., $100; fees, books, etc., $35.

Monmouth College, tuition, yearly, $60; board, room, etc., $300; fees, books, etc., ——.

Montana State C. A. and M. Arts, tuition, yearly, $12; board, room, etc., $200; fees, books, etc., $100.

Moore's Hill College, tuition, yearly, $39-42; board, room, etc., $95-133; fees, books, etc., $10.

Morningside College, tuition, yearly, $48; board, room, etc., $200; fees, books, etc., $20.

Mount Holyoke College (women), tuition, yearly, $150; board, room, etc., $200; fees, books, etc., ——.

Mühlenberg College, tuition, yearly, $75; board, room, etc., $200; fees, books, etc., $20.

Muskingum College, tuition, yearly, $45; board, room, etc., $108; fees, books, etc., $20.

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Nebraska Wesleyan University, tuition, yearly, $40; board, room, etc., $200-250; fees, books, etc., $25-80.

Newton Theological Institute, tuition, yearly, none; board, room, etc., $170; fees, books, etc., ——.

New York University, tuition, yearly, $100-200; board, room, etc., $300-500; fees, books, etc., $50.

Niagara University, tuition, yearly, $100; board, room, etc., $200; fees, books, etc., $30.

North Carolina State Normal and Industrial College, tuition, yearly, $45; board, room, etc., $118; fees, books, etc., $18.

North Dakota Agricultural College, tuition, yearly, none; board, room, etc., $126-180; fees, books, etc., $25.

Northwestern University, Illinois, tuition, yearly, $100; board, room, etc., $250; fees, books, etc., $28.

Northwestern University, Wis., tuition, yearly, $40; board, room, etc., $100-200; fees, books, etc., $21-45.

Norwich University, tuition, yearly, $140; board, room, etc., $133-152; fees, books, etc., $21-45.

Oklahoma University, tuition, yearly, $50; board, room, etc., $150; fees, books, etc., $20.

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Ohio Northern University, tuition, yearly, $10-12; board, room, etc., $125-200; fees, books, etc., ——.

Ohio University, Athens, Ohio, tuition, yearly, none; board, room, etc., $117-239; fees, books, etc., $18.

Olivet College, tuition, yearly, $60; board, room, etc., $135; fees, books, etc., $15.

Oregon Agricultural College, tuition, yearly, none; board, room, etc., $180-225; fees, books, etc., $60.

Ottawa University, tuition, yearly, $36; board, room, etc., $200; fees, books, etc., $15-25.

Otterbein University, tuition, yearly, $60; board, room, etc., $133-171; fees, books, etc., $20.

Ouachita College, tuition, yearly, $50; board, room, etc., $160-400; fees, books, etc., $25.

Pacific University, tuition, yearly, $56; board, room, etc., $120-240; fees, books, etc., $20-55.

Park College, tuition, yearly, $40; board, room, etc., $60-150; fees, books, etc., $5.

Parker College, tuition, yearly, $30; board, room, etc., $125; fees, books, etc., $20.

Parsons College, tuition, yearly, $50; board, room, etc., $135; fees, books, etc., $40-60.

Peabody College, tuition, yearly, $30; board, room, etc., $135; fees, books, etc., $20.

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Penn College, Iowa, tuition, yearly, $50; board, room, etc., $150-250; fees, books, $10-15.

Pennsylvania College, tuition, yearly, $30; board, room, etc., $160; fees, books, etc., $40.

Pennsylvania State College, tuition, yearly, none; board, room, etc., $162; fees, books, etc., $75-$300.

Philander Smith College, tuition, yearly, $16; board, room, etc., $80; fees, books, etc., $8.

Polytechnic Institute, tuition, yearly, $200; board, room, etc., ——; fees, books, etc., ——.

Pomona College, tuition, yearly, $90; board, room, etc., $200-300; fees, books, etc., $20.

Pratt Institute, tuition, yearly, $7-75; board, room, etc., $200 (minimum); fees, books, etc., $5-30.

Princeton Theological Seminary, tuition, yearly, none; board, room, etc., $120; fees, books, etc., $43.

Princeton University, tuition, yearly, $160; board, room, etc., $200 (minimum); fees, books, etc., $60 (minimum).

Proseminar College, tuition, yearly, $150; board, room, etc., ——; fees, books, etc., $8.

Purdue University, tuition, yearly, free to State residents; to others, $25; board, room, etc., $240; fees, books, etc., $75.

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Radcliffe College (women), tuition, yearly, $200; board, room, etc., $252-450; fees, books, etc., $20.

Randolph Macon College, tuition, yearly, $75; board, room, etc., $200; fees, books, etc., $45-55. (College for Women), same fees.

Redfield College, tuition, yearly, $30; board, room, etc., $195; fees, books, etc., $25-50.

Rensselaer Polytechnic Institute, tuition, yearly, $200; board, room, etc., $220-870; fees, books, etc., $35 (minimum).

Rhode Island State College, tuition, yearly, free to State residents; others pay $30; board, room, etc., $165; fees, books, etc., $29-39.

Rio Grande College, tuition, yearly, $28-32; board, room, etc., $120; fees, books, etc., ——.

Ripon College, tuition, yearly, $20; board, room, etc., $150; fees, books, etc., $10 (minimum).

Roanoke College, tuition, yearly, $50; board, room, etc., $150-200; fees, books, etc., $13-25.

Rochester A. and M. Institute, tuition, yearly, $5-75; board, room, etc., $180-288; fees, books, etc., $11-37.

Rochester Theological Seminary, tuition, yearly, none; board, room, etc., $225; fees, books, etc., ——.

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Rockford College, tuition, yearly, $100; board, room, etc., $300; fees, books, etc., $11.

Rollins College, tuition, yearly, $40-60; board, room, etc., $150; fees, books, etc., $25.

Rose Polytechnic Institute, tuition, yearly, $100; board, room, etc., $165-200; fees, books, etc., $35-50.

Rutgers College, tuition, yearly, $100; board, room, etc., $180-198; fees, books, etc., $60.

Seton Hall College, tuition, yearly, $75; board, rooms, etc., $265; fees, books, etc., $75.

Shorter College (women), tuition, yearly, $70; board, room, etc., $215; fees, books, etc., $10.

Shurtleff College, tuition, yearly, $54; board, room, etc., $152; fees, books, etc., $25.

Simmons College, tuition, yearly, $100; board, room, etc., $190-300; fees, books, etc., $25.

Simpson College, tuition, yearly, $50; board, room, etc., $190-300; fees, books, etc., $25.

Smith College (women), tuition, yearly, $150; board, room, etc., $300 (minimum); fees, books, etc., ——.

Southern Baptist Theological Seminary, tuition, yearly, none; board, room, etc., $120 (minimum); fees, books, etc., $40.

Southern University, tuition, yearly, $50; board, room, $110 (minimum); fees, books, etc., $20.

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Southwestern University, Texas, tuition, yearly, $63; board, room, etc., $162; fees, books, etc., $12.

Southwestern College, Kansas, tuition, yearly, $33-108; board, room, etc., $150; fees, books, etc., $25.

Southwestern Presbyterian University, Tennessee, tuition, yearly, $50; board, room, etc. $110 (minimum); fees, books, etc., $40.

State University of Kentucky, tuition, yearly, $25-65; board, room, etc., $100-250; fees, books, etc., $20.

State University of Iowa, tuition, yearly, $20-$50; board, room, etc., $156-210; fees, books, etc., $10-75.

Stevens Institute Technology, tuition, yearly, $225; board, room, etc., $280-400; fees, books, etc., $60.

St. John's College, Md., tuition, yearly, $75; board, room, etc., $160-170; fees, books, etc., $20-30.

St. Joseph's College, Ia., tuition, yearly, $60; board, room, etc., $180; fees, books, etc., $25.

St. Louis University, tuition, yearly, $60-100; board, room, etc., $140-180; fees, books, etc., $20-50.

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St. Mary's College, Ky., tuition, yearly, $40; board, room, etc., $200; fees, books, etc., $15.

St. Olaf College, tuition, yearly, $25; board, room, etc., $108-115; fees, books, etc., $12-20.

St. Stanislaus' College, tuition, yearly, $200; board, room, etc., ——; fees, books, etc., $10-25.

St. Stephen's College, tuition, yearly, $300 (this sum includes living-expenses and fees).

Susquehanna College, tuition, yearly, $55; board, room, etc., $145; fees, books, etc., $25.

Swarthmore College, tuition, yearly, $150; board, room, etc., $250; fees, books, etc., $10-50.

Syracuse University, tuition, yearly, $75-125; board, room, etc., $175-300; fees, books, etc., $15-50.

Tabor College, tuition, yearly, $36; board, room, etc., $140-250; fees, books, etc., $20.

Talladega College, tuition, yearly, $90; board, room, etc., $85; fees, books, etc., $5.

Tarkio College, tuition, yearly, $30; board, room, etc., $145-180; fees, books, etc., $25-50.

Teachers' College, N. Y., tuition, yearly, $150; board, room, etc., $310; fees, books, etc., $120.

Texas Christian University, tuition, yearly, $60; board, room, etc., $180; fees, books, etc., $100.

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Throop Polytechnic Institute, tuition, yearly, $150; board, room, etc., $200 (minimum); fees, books, etc., $25.

Trinity College, tuition, yearly, $100; board, room, etc., $200-320; fees, books, etc., $50.

Trinity College, N. C., tuition, yearly, $50; board, room, etc., $150; fees, books, etc., $50.

Trinity University, Texas, tuition, yearly, $60; board, room, etc., $150; fees, books, etc., $16.

Tufts College, tuition, yearly, $125-150; board, room, etc., $150-200; fees, books, etc., $125-200.

Tuskegee Institute, tuition, yearly, none; board, room, etc., $88; fees, books, etc., $16.

Union College, Neb., tuition, yearly, $45; board, room, etc., $130; fees, books, etc., $20.

Union College, N. Y., tuition, yearly, $90-150; board, room, etc., $250; fees, books, etc., $100-200.

University of Alabama, tuition, yearly, free to State residents; board, room, etc., $175; fees, books, etc., $25.

University of Arizona, tuition, yearly, free to State residents; fee for others, $20; board, room, etc., $250; fees, books, etc., $50-100.

University of Arkansas, tuition, yearly, none; board, room, etc., $275; fees, books, etc., $30.

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University of Chattanooga, tuition, yearly, $50; board, room, etc., $136 (minimum); fees, books, etc., $25.

University of Chicago, tuition, yearly, $120-180; board, room, etc., ——; fees, books, etc., ——.

University of Denver, tuition, yearly, $50-100; board, room, etc., $150 (minimum); fees, books, etc., $15 (minimum).

University of Georgia, tuition, yearly, none; board, room, etc., $135 (minimum); fees, books, etc., $30.

University of Idaho, tuition, yearly, none; board, room, etc., $270; fees, books, etc., $30.

University of Illinois, tuition, yearly, $24-150; board, room, etc., $175-300; fees, books, etc., $50-75.

University of Kansas, tuition, yearly, $10-35; board, room, etc., $189; fees, books, etc., $15-40.

University of Louisville, tuition, yearly, $100; board, room, etc., $200; fees, books, etc., $25.

University of Maine, tuition, yearly, $60-100; board, room, etc., $156-234; fees, books, etc., $56.

University of Michigan, tuition, yearly, average $60; board, room, etc., $162-320; fees, books, etc., ——.

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University of Minnesota, tuition, yearly, $20-150; board, room, etc., $275-450; fees, books, etc., $20-150.

University of Missouri, tuition, yearly, $20; board, room, etc., $175 (minimum); fees, books, etc., $10.

University of Montana, tuition, yearly, none; board, room, etc., $300-400; fees, books, etc., $25-50.

University of Nebraska, tuition, yearly, none; board, room, etc., $300-400; fees, books, etc., $35.

University of Nevada, tuition, yearly, none; board, room, etc., $196-392; charges for books, fees, etc., included in living expenses.

University of North Dakota, tuition, yearly, —; board, room, etc., $149; fees, books, etc., $40.

University of Oklahoma, tuition, yearly, none; board, room, etc., $144-198; fees, books, etc., $10-50.

University of Oregon, tuition, yearly, none; board, room, etc., $250-450; fees, books, etc., $20-50.

University of Pennsylvania, tuition, yearly, $150-200; board, room, etc., ——; fees, books, etc., ——.

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University of Pittsburg, tuition, yearly, $105-200; board, room, etc., $300 (minimum); fees, books, etc., $15 (minimum).

University of Porto Rico, tuition, yearly, none; board, room, etc., $120-200; fees, books, etc., ——.

University of Rochester, tuition, yearly, $96; board, room, etc., $180-300; fees, books, etc., $15-40.

University of the South, tuition, yearly, $100; board, room, etc., $225-240; fees, books, etc., $10-30.

University of South Carolina, tuition, yearly, $40; board, room, etc., $120; fees, books, etc., $35.

University of South Dakota, tuition, yearly, $12; board, room, etc., $150; fees, books, etc., $10-25.

University of Southern California, tuition, yearly, $80; board, room, etc., $150-225; fees, books, etc., $20.

University of Florida, tuition, yearly, free to State residents; charge to others, $20; board, room, etc., $120; fees, books, etc., $30.

University of Tennessee, tuition, yearly, to non-residents, $80; board, room, etc., $162; fees, books, etc., $69.

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University of Texas, tuition, yearly, none; board, room, etc., $180-450; fees, books, etc., $45.

University of Vermont, tuition, yearly, $80; board, room, etc., $200-280; fees, books, etc., $10-15.

University of Virginia, tuition, yearly, average academic, $75; board, room, etc., $170; fees, books, etc., $50-65.

University of Washington, tuition, yearly, none; board, room, $300; fees, books, etc., $50-100.

University of Wisconsin, tuition, yearly, none to residents; to others, $50; board, room, etc., $200-300; fees, books, etc., $15-50.

University of Wooster, tuition, yearly, $60; board, room, etc., $200; fees, books, etc., $50.

University of Wyoming, tuition, yearly, none; board, room, etc., $225-275; fees, books, etc., $30-50.

Upper Iowa University, tuition, yearly, $50; board, room, etc., $135; fees, books, etc., $12.

Urbana University, tuition, yearly, $45; board, room, etc., $100; fees, books, etc., $10-15.

Ursinus College, tuition, yearly, $50; board, room, etc., $160-210; fees, books, etc., $60-75.

U. S. Military Academy and U. S. Naval Academy, tuition is free for such as receive formal appointments. No others are admitted.

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Utah Agricultural College, tuition, yearly, residents, $5; non-residents, $25; board, room, etc., $162; fees, books, etc., $10.

Valparaiso University, tuition, yearly, $72; board, room, etc., $95; fees, books, etc., $25.

Vanderbilt University, tuition, yearly, $100; board, room, etc., $200; fees, books, etc., $50-100.

Vassar College (women), tuition, yearly, $150; board, room, etc., $350; fees, books, etc., —.

Vincennes University, tuition, yearly, $24; board, room, etc., $200; fees, books, etc., $10.

Virginia Christian College, tuition, yearly, $45; board, room, etc., $117; fees, books, etc., $25.

Virginia Military Institution, tuition, yearly, $325 (this includes living expenses).

Virginia Polytechnic Institute, tuition, yearly, non-residents $50; others free; board, room, etc., $185; fees, books, etc., $55.

Wabash College, tuition, yearly, $47; board, room, etc., $198; fees, books, etc., $50-85.

Wake Forest College, tuition, yearly, $50; board, room, etc., $110-175; fees, books, etc., $55.

Walden University, tuition, yearly, $14-55; board, room, etc., $85-100; fees, books, etc., $5-20.

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Washington College, Maryland, tuition, yearly, $50; board, room, etc., $153; fees, books, etc., $25

Washington and Jefferson College, tuition, yearly, $60; board, room, etc., $180; fees, books, etc., $75.

Washington and Lee University, tuition, yearly, $50; board, room, etc., $135-225; fees, books, etc., $40-50.

Washington University, tuition, yearly, $75-150; board, room, etc., $240-280; fees, books, etc., $25-50.

Waynesburg College, tuition, yearly, $60; board, room, etc., $156; fees, books, etc., $7.

Wellesley College (women), tuition, yearly, $175; board, room, etc., $275; fees, books, etc., $25.

Wesleyan University, tuition, yearly, $35; board, room, etc., $120-300; fees, books, etc., $50-70.

Western College (women), tuition, yearly, $350 (this sum includes living expenses, fees, books, etc.).

Western Reserve University, tuition, yearly, $100; board, room, etc., $180 (minimum); fees, books, etc., ——.

Western Theological Seminary, tuition, yearly, none; board, room, etc., $128; fees, books, etc., $70.

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Westfield College, tuition, yearly, $32; board, room, etc., $110-148; fees, books, etc., $10-20.

Westminster College, Maryland, tuition, yearly, $60; board, room, etc., $150-350; fees, books, etc., $20-40.

Westminster College, Pennsylvania, tuition, yearly, $60; board, room, etc., $144-196; fees, books, etc., $20.

West Virginia University, tuition, yearly, $20-50; board, room, etc., $160-225; fees, books, etc., $25-50.

West Virginia Wesleyan College, tuition, yearly, $33; board, room, etc., $148; fees, books, etc., $19.

Wheaton College, tuition, yearly, $50; board, room, etc., $100-200; fees, books, etc., $10-25.

Whitman College, tuition, yearly, $100; board, room, etc., $200; fees, books, etc., $50.

Whitworth College, tuition, yearly, $60; board, room, etc., $180 (minimum); fees, books, etc., $15-20.

William and Mary College, tuition, yearly, $40; board, room, etc., $120-150; fees, books, etc., $30-50.

William Jewell College, tuition, yearly, $50; board, room, etc., $160; fees, books, etc., $40.

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Williams College, tuition, yearly, $140; board, room, etc., $251-476; fees, books, etc., $50.

Wilson College (women), tuition, yearly, $60; board, room, etc., $235; fees, books, etc., $30.

Wittenberg College, tuition, yearly, $60; board, room, etc., $110; fees, books, etc., $90.

Wofford College, tuition, yearly, $40; board, room, etc., $154; fees, books, etc., $30.

Yale University, tuition, yearly, $155 (minimum); board, room, etc., average $325; fees, books, etc., average $145.

Yankton College, tuition, yearly, $40; board, room, etc., $126; fees, books, etc., $44.

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CHAPTER XIX

VIEWS OF SOME MAGAZINE WRITERS

In the multitude of counsellors there is safety. —BIBLE.

WHILE there has heretofore been no book issued which treats of working one's way through college, there have appeared in the last fifteen or twenty years a dozen or more magazine articles on this theme. These have been either relatively brief studies of the subject, or accounts of personal experiences. They have all been valuable so far as they went. And it is well worth while, in a volume which aims to give all the light available on this subject to prospective self-helpers, and to those already in the midst of the struggle, to call attention to the principal points brought out by those writers.

The National Magazine, September, 1900, published a brief paper by Leonard K. Smith on "Self-Support in College." He said in substance: *

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"My own capital at my entrance to college was five hundred dollars, the gift of a distant relative whom I had never seen. I reached Boston a raw youngster of seventeen, absolutely inexperienced in life, two thousand miles from home, with twenty-eight cents in my pocket. I made a capital breakfast of a huge cup of coffee and a plate of baked beans at a cheap restaurant (cost ten cents), went out to Cambridge and engaged a room, and spent my last eight cents in a ride to the suburban home of my relative (if I could find it). I took a wrong car, of course, and had to walk two or three miles, but arrived safely at last, found him at home, and went back to Cambridge with twenty-five dollars and a relieved mind.

"Of the story of that year, beyond a somewhat too close application to books, little need be said. I was not aware of the necessity of making friends, and lived mostly to myself. I was successful in obtaining in January an allotment of Price Greenleaf Aid to the amount of one hundred and fifty dollars, in return for which I addressed envelopes and folded circulars four hours a week in the college office. I finished the year with two hundred and twenty-five dollars left of my original capital. Meantime I had the summer to provide for. I was fortunate enough, after writing some thirty letters of application, to get a place as bell boy and porter at a small hotel on the Maine coast. Here I was on duty from seven in the morning till eleven or twelve at night. Besides answering calls for about forty guests and handling baggage, I had thirty hanging lamps to care for, five gallons of ice cream to freeze daily, water-coolers and meat-boxes to fill with

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ice and, during the August rush, the by no means congenial task of scraping dishes in the kitchen. But it paid. I received five dollars a month extra wages, and with some thirty-five dollars in tips managed to save ninety dollars. Nor was I treated altogether as a servant. Meantime I had been awarded a one-hundred-and-fifty-dollar scholarship for the coming year. With what was left out of my capital, I still had four hundred and sixty-five dollars. That is, my first year cost me just thirty-five dollars.

"The next year, I boarded at the Foxcroft Club, a coöperative institution, where one pays *à la carte*, a cent for butter, a cent for bread, ten cents for meat, and so forth, and for the first term I did it on two dollars a week. But this got tiresome, and later I ran up to three dollars and a half. I waited on table at the same place (the waiters are all students), and made two dollars a week. This all went for pocket money, about sixty dollars during the year. I had moved into a dormitory and gone to the alarming expense of fifty dollars for furnishings. I made a few dollars getting subscriptions for one of the college papers, and a few more soliciting for another. I had become a theatre-goer, joined the boat club, and had enough on hand to lend forty dollars to one of my friends. I ended the year with fifty dollars still left of my capital, and a three-hundred-dollar scholarship.

"That summer I worked as bell boy in a large hotel near Gloucester, at the munificent salary of ten dollars a month, of which I paid twelve dollars for a uniform. I was on duty twelve and eighteen hours a day alternately. But it was a fashionable place,

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where I could render many services beyond those merely compulsory, and I made one hundred and fifty dollars and many good friends.

"At the beginning of my third year in college I had just five hundred dollars to look forward to. I had lived two years for nothing. My expenses meanwhile had increased. I dressed better, boarded better, and had accumulated a very fair little library.

"The next two years were practically repetitions of the last. I led a comfortable life, knew how to study economically, and had plenty of time for recreation. I managed to have a little spread for a few of my friends (a very few) on Class Day, and found myself at the end of four years with a clear record, an honorable degree, and no debts to speak of. My total expenses were in the neighborhood of twenty-five hundred dollars. Out of this I had received from scholarships and other loans and aid from the college, one thousand and fifty dollars. I had five hundred dollars to start with. The rest I had gathered by the wayside.

"But mine was a commonplace history. Naturally my friendships lay mostly among the poorer students. One whom I knew well came with fifty dollars of debts behind him, a very shabby cut-away, a tiny satchel of other clothing, and a very battered typewriter,— his stock in trade. He found work almost at once, as a sort of secretary to one of the professors, remained in Cambridge during the summer at the same work, and in the second year, with debts paid, new clothes, and a scholarship of one hundred and fifty dollars. His typewriting work increased, and he

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bought a new machine. Often in the stress of work, or when the time for the payment of term-bills drew near, he had no time to attend recitations, and frankly said so when called to account for cuts. Once I knew him to work for forty-eight hours with only two hours of sleep, until his fingers absolutely refused to work longer. When or how he managed to study enough to pass I never knew, nor he either. It was often at meal times and very frequently by deft conversations with his fellows. Facts put away in the memory under the stress of excitement usually stick. He was shabby; he was also well, cheery, and fond of fun. In his third year he published with the consent of the professors a series of valuable typewritten notes on Medical School lectures, and thereby gained a steady income of several hundred dollars a year, which will last for some years to come. In this work he hired assistants to do stereotyping. Together we got out a set of questions in Chemistry covering the examinations for ten years back, with answers. This netted us forty dollars. The last year of his course, he went into other advertising and publishing schemes, and graduated with high honors and nearly a thousand dollars in bank.

"Another friend, who was too slow a student to take any but small scholarships, waited on table twenty-one hours a week at Foxcroft at twenty-five cents an hour. Later he became president of the club at a salary of one hundred dollars. A second had a laundry agency that paid nearly all his expenses. A third found a tailor who would press trousers at reduced rates; they went into partnership, and were so

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successful that my friend gave up the work of soliciting trade and confined himself to general management of the company. They had nearly a dozen employees. One fellow of means made from two hundred to three hundred dollars every summer canvassing. He had special qualifications, and succeeded where most failed. Then there was a student who reported for a Boston paper and cleared nearly five hundred dollars a year; another who bought up the college baseball programme and made a hundred or so; but he was too sanguine a speculator and went to pieces, though he managed to graduate. He used to make Fourth of July and Decoration Day speeches up in New Hampshire at from ten to twenty-five dollars each.

"In my time in Harvard, I should say fifteen or twenty per cent of the three thousand students were more or less self-supporting. Very many of these, too, passed as the well-to-do men of the college, were taken into the Hasty Pudding Club, and others, and were elected Class Marshals on Class Day, though of course these latter instances were not usual. On the other hand, some fail. This is usually due to morbidness of disposition, ill health, or other constitutional failings. None of those who thus assist themselves go out into life with the proverbial uncertainty and inexperience of college graduates. The young business man cannot pursue recreation, athletics, history, politics, fine arts, and poetry on a salary of fifty dollars a month; the young college man can, and he can make the salary also. But more than that, the college is the place of opportunities, where young men learn to expect much of life and get it. The student

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who neglects his studies for other matters is certainly making a grievous mistake; but those who make books and study all of their college work make a greater. Study brings knowledge; the other things bring self-reliance, tact, experience. We do hear of college men who are failures in life; I believe that usually they have themselves to blame. The chance for success is there."

George Kennan, in *McClure's Magazine*, March, 1908, under the title "The Cost of Living," tells the story of the University of Valparaiso, Indiana, and the remarkable results obtained at the second largest institution of learning in the United States.* He says:

"Of all the attempts that have recently been made to lessen the cost of living, by building model tenements, eliminating middlemen, buying provisions in large quantities, and saving unnecessary waste, the most interesting and perhaps the most successful is that of the Valparaiso University. In its effort to furnish higher education at rates within the means of the average American family, it has solved, or come near to solving, the difficult problem of furnishing the prime requisites of human existence, namely shelter and food, at a per capita cost of twenty-three cents a day."

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* The editor of *McClure's Magazine* and Mr. Kennan have kindly given me permission to use the matter here quoted.— C. D. W.

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This University has no endowment from outside sources; it is the creation of two comparatively poor men, and is the result of forty years of intelligent, thoughtful, well-directed work. Board, room, and higher education are furnished at thirty-eight cents a day. The University gives the student an abundant, well-cooked, and well-served dinner for ten cents, a breakfast for four cents, a supper for four cents, a good bed in a single furnished room for five cents, and tuition for fifteen cents a day.

The University has fifty acres of land, nine substantial buildings, one hundred and sixty-two professors or teachers, nearly a million dollars, and more than five thousand students of both sexes.

It gives its students not only higher education in general, but special training in pedagogy, law, music, medicine, surgery, pharmacy, dentistry, bookkeeping, banking, insurance, railroading, civil engineering, and commerce. It has students not only from Indiana, but from every State in the Union, and from twenty-two foreign countries.

"President Brown and Vice-President Kinsey tried, in the very beginning, to limit the necessary expenses of a student to a sum that would not overstrain the financial resources of even a poor family;

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and, by establishing kitchens, opening dining-halls and dormitories of their own, and applying business principles and methods to the problem of cheap living, they have gradually reduced the per capita cost of good food and comfortable shelter to twenty-three cents a day.

"A half-share in a furnished sitting-room and bedroom at Valparaiso may be had for fifty cents a week. In the Valparaiso dining-hall the student's board averages one dollar and eighty cents a week. A wholly satisfactory dinner of four courses, served on a neat, linen-covered, flower-decorated table, in a warm, light, well-ventilated hall, is obtained for ten cents. The per capita cost, multiplied by the number of diners, covers not only cooking, lights, fuel, service, and flowers for table decoration, but laundry work, breakage, depreciation of plant, and interest on capital invested."

Mr. Kennan says the secret lies partly in management, or "brains," and partly in the elimination of middlemen and the purchase of raw food-stuffs in large quantities. Vice-President Kinsey makes all purchases and contracts, supervises the work of cooks, dining-room helpers, and gardeners; he devises and puts in practice small economies, such as the saving and selling of table and kitchen leavings and refuse, the buying of sorted potatoes, or the cutting of bread in thin slices; and watches constantly the making out

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of menus, so as to have incessant change from meal to meal and from day to day.

The University has seven acres of garden, cultivated mainly by students who are working their way through the educational course and who labor two or three hours a day under the direction of hired gardeners. Things not produced in the garden are grown by local farmers, under contract, at a certain specified sum per acre. The University, for example, agrees to pay ten dollars for the product of a single acre planted with sweet corn. It supplies the seed and picks the corn, while the farmer furnishes the land and takes care of the growing corn. As student labor may be had at low rates, the farmer makes a fair and certain profit, while the University gets, for its ten dollars, about thirty dollars' worth of corn, Potatoes — about six thousand bushels a year — are obtained from local farmers or from wholesale dealers, at an average of forty cents a bushel. Many things are bought in the open markets at wholesale rates. The milk consumed annually — about thirty thousand gallons — is all furnished by two local farmers at an average price of ten cents per gallon.

Flour in large quantities comes directly from the great mills; coffee is procured from the

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importers; fresh meat is bought by the dressed carcass from local farmers and the Chicago packing houses.

Students are housed in Valparaiso almost as economically as they are fed. A "single" furnished room costs sixty cents a week, and a "double" room one dollar a week. The latter consists of sitting room, bed room, and closets. In apartments of this class, heat and lights are extra. In the new Lembke Hall the rooms are all "double," with hot and cold water, and the rental, including heat, is two dollars a week, or one dollar each for two. Lembke Hall tenants, however, have superior accommodations and pay about forty-five cents more a week for board.

Continuous attendance for a specified term is not insisted upon. A majority of the students take their terms consecutively and finish their education without interruption; but if a boy cannot afford a two- or a four-year course, or if his family needs his help during a part of every year, he may take a twenty-four or a forty-eight week course, and then drop out. When he returns, at the end of a season or a year, he may begin again precisely where he left off, provided he has retained the knowledge that he had when

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he stopped work. This freedom in the matter of attendance puts a collegiate training within the reach of hundreds of young men who could not possibly get it if they were required to take a continuous four-year course. It also enables teachers in country schools to obtain instruction during their summer vacations.

One day, a new boy came to President Brown and said: "I can pay for a forty-eight-week course, but at the end of it I shan't have enough to buy a railroad ticket home. What had I best do?"

"Are you willing to wait at table in one of the dining-halls?"

"Certainly," replied the boy, "if that's all the work there is; but I've been brought up on a farm, and I'd rather do something else."

"All right. We'll put you into the garden. You can earn enough there in your spare hours, to reduce your expenses by half. How'll that do?"

"Fine," exclaimed the boy, and with a note from the president to the head gardener, he went away rejoicing.

This is in every way an admirable school, and for the thousands who cannot go to Yale or Harvard or any other expensive university,

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Valparaiso offers exceptional advantages at a cost within their means.

Professor Orlando F. Lewis, of the University of Maine, in *The North American Review*,* November, 1904, in a paper called "The Self-Supporting Student in American Colleges," gives many interesting facts. He says:

"Self-support is one of the most prominent features of the American college life of to-day. . . . The self-supporting student is a large factor, numerically and economically, in the college world; and indeed it may be seriously asked if the typical 'college man' might not be more truthfully represented by the self-supporting student than by the much more familiar hero of the college tales, illustrated weeklies, and athletic fields.

"From Maine to California the self-supporting students form a respectable and much-respected army. In only four out of fifty-nine colleges reporting to me, are they estimated as falling below ten per cent of the total enrolment, namely, at the Universities of the South, Cincinnati, Missouri, and Utah. But in Colby College, Illinois College, and Baker University, ninety per cent of the students are believed to be working, wholly or partly, their way through college. Bates College and Rutgers College report eight per cent or over, and Dartmouth and the Universities of

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Vermont, Minnesota, and Kansas, seventy per cent or more.

"It is quite possible that an average of forty-five per cent of self-supporting students, or fifty-three thousand, seven hundred and seventy-three in a total enrolment of one hundred and nineteen thousand, four hundred and ninety-six (the figures of the year 1904) may be representative.

"Averaging the 'low' expense estimates of fifty-eight colleges, we have $216; the medium estimates of forty-one colleges $340; and the 'liberal' estimates of fifty colleges give us $471. The average 'low' expenses of twenty-four State universities are $170; of thirty-nine other colleges, $242; the difference in favor of the State universities may be explained partly by their low or free tuition, and by the lower cost of living in the Central and Western States, where the State universities are most prominent and strongest. College expenses in the East average considerably higher than elsewhere.

"The problem, then, before the self-supporting student is, approximately, how to earn at least two hundred dollars from September to September. . . . The colleges have, in increasing numbers, instituted free 'self-help' agencies. . . . The kinds of work done by students, though not unlimited in extent, are practically endless in variety. Dean Hurlburt of Harvard says it is far easier to enumerate the things students do not do than to tell the ways in which they earn their money. . . . The college student is not afraid to tackle as varied occupations as are listed in a city directory. His ingenuity, pertinacity, and

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cheerfulness are his great stock in trade. . . . He does everything all the year round in all sorts of ways.

"Student occupations in vacation-time are even more varied than term-time jobs. Vacation is literally the student's time for making hay. He turns up everywhere; selling stereoscopic views at the Vermont side-door, harvesting in the Kansas wheat fields, managing a summer stage line running into the Yosemite, cooking for a Minnesota lumber camp, setting type for a Pennsylvania county weekly. He registers you at the hotel desk, shows you to your room, seats you at the dining-table, checks your baggage, sells you your ticket, and takes in his various capacities your tip, all for the cause of education. He surveys the railroad you are travelling upon, calls out the stations, and shovels the fuel into the engine. And he travels considerably more than the majority of his college professors.

"That the American college is a democratic institution, in which worth counts more than wealth, is the sentiment of many replies from the colleges as to the social standing of the self-supporting student. Not only are working-boys accorded college honors, but class distinction and fraternity fellowship are offered with a most satisfactory readiness to the self-supporting students. Of fifty-nine colleges, forty-seven report 'no difference' in social standing. At Baker University, 'the students here consider that there is a little premium upon the man or woman who works. Hence some of our students who financially do not need to work take on, nevertheless, a little

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labor.'' At Wabash the self-supporting students are the leaders in all the student organizations.

"It may be said of the self-supporting American student that he and his fellows are going to college in large numbers, and constitute nearly one-half of the entire college student-body of the United States. It is difficult to estimate how many more students would go to college did they feel that they could earn their college expenses; for those who undertake the 'four years' warfare' the annual expenses can be hardly less than two hundred dollars. The college itself can offer to the student comparatively few opportunities for work within its walls and boundaries, but the self-help bureau will try to find work for him that, if industriously pursued, will bring him in from one hundred to one hundred and fifty dollars between September and June. This sum, added to what he can earn during the summer, should meet about two-thirds of his college expenses. His college work will be somewhat hampered by his outside labor, but if he gives to learning his lessons the same energy he devotes to earning money, his scholarship will be fully as good as the average. His social standing will not be impaired by his self-support, unless the time put upon his outside work causes him to neglect ordinary social duties and opportunities. His four years of college life may have to be extended through five from lack of funds, but if he has pluck and seriousness he can win the battle. He can count upon having the respect of president, faculty, and students, and in his hours of hard work he can console himself with the thought that his enforced labor is very probably

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developing within him the qualities of pluck, endurance, and thoughtfulness that later on in life will stand him in excellent stead."

The Century Magazine,* June and July, 1901, contained two papers by Alice K. Fallows, "Working One's Way through College," and "Working One's Way through Women's Colleges." The writer said:

"Many solve the problem [of self-help at college] by becoming the middleman between an outside merchant and the inside college public. The agency which results is one of the methods of earning money familiar in every college from the Atlantic to the Pacific. Confectioners, bakers, photographers, stationers, dry-goods merchants, tailors, and a hundred others reach college members through one of their own number. . . . A laundry agency ranks first of all in the working student's estimation, since no financial crisis or depression, without or within, affects his custom. Even if ruin is on the programme for the next day, the desire for clean linen is insistent.

"To an original Harvard man is due the invention of a new and delightful kind of tutoring which has been adopted by students of other colleges. Through friends he formed a club of fifteen or twenty boys from some of the best families in Boston, and three times in the week took charge of them for several

* *The Century* and Miss Fallows kindly granted me permission to quote this material.— C. D. W.

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hours in the afternoon. He had a particular genius for managing them, and they would almost have given up a circus rather than lose a meeting. He took them on expeditions to various points of interest about Boston, which he himself had never seen, taught them games in the park, and, if the weather was utterly impossible, entertained them indoors. The sum which each boy paid made the class well worth the student's time and attention, while his pleasure in his work was second only to that of the boys. After the initial experiment, several clubs were formed, and it is now a common experience for Boston citizens to see a Harvard student and his twenty or more faithful satellites looking reverently at some poet's house, craning their necks at Bunker Hill Monument, or peering at the treasures in the museum.

"With self-support as one factor in a college boy's life, restriction of some kind almost inevitably completes the equation. In every college from sea-coast to sea-coast, the student earning his way unassisted must needs make out a daily programme in which bread-and-butter-work takes the time devoted by his non-supporting classmates to pleasanter things. One of the limitations to which he must adapt himself as gracefully as he can is likely to be the comparative narrowness of his social horizon. The recreative value of mingling with one's fellows is not small, but far more important is the liberalizing influence of men belonging to one class, with one set of prejudices, in association with those of another, with opposite beliefs and convictions. It is pleasant to believe that our colleges are so arranged that the poor as well as

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the rich have the full benefit of this social friction. In the opinion of many good and estimable people, they are. Of nineteen college presidents or their representatives who were asked whether the fact of self-support affected a student's social position or not, eighteen answered the question in the negative. From their point of view, the answer was correct. In all college functions and entertainments the working student has an equal right with his luxuriously supported classmate. Judging from these obvious facts, his social position seems all that could be desired. But an investigation from the inside soon shows that while the working student shares in the large corporate social life of the college, there are many little circles within the big circle which he cannot enter. Even in the most democratic institution, distinctions between the rich student and the working student must necessarily exist.

"A Yale spokesman says, 'Of course here, as everywhere, though to a limited degree, the socially divisive influences of wealth and poverty are in operation. The man who has not means has to omit certain associations open to the man who has. Then again, some kinds of service, such as waiting at table, suggest an inferiority, which others, such as tutoring and collecting, do not. But the man who has to go without, or who undertakes the lowly task in order to gain an education, suffers the least possible here for the sacrifice he has to make, and is in general honored for it.'

"Occasionally, previous training is accountable for the small scope of a working student's social

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experience. If he has not been taught the use of his fork and the other ordinate requirements of good society, even the fact of his being in a democratic college will not put him at once on the invitation list of fastidious students, who regard such omission in the nature of a crime.

"Nevertheless, working students are not foredoomed to social failure. All over the country there are notable exceptions, men who, in spite of every disadvantage, win not only academic honors, but social honors as well. In Western colleges and universities the working student finds it less difficult to earn a good place in the college society, perhaps, than in Eastern institutions, where 'what our fathers did' is a more potent consideration than in the newer country. But every college of the East has its record of self-supporting students who have gained intellectual glory and social distinction. Yale points with pride to many such men among its graduates, and even Harvard, where classes seem as rigidly fixed as in any college community, is rich in examples. If a student, to be sure, is an average man, with average attractions, and is not content with revolving in one of many subcircles of Harvard, his social unhappiness is quite definitely assured. But if he is the exceptional man, like others before him, he may be able to perform a miracle, pull himself up by the shoulders to the level of the Crœsus, and make his very obstacles a stepping-stone to success.

"One student entered the college penniless, and handicapped by such a limited knowledge of Greek, Latin, and mathematics as could be snatched between

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trips while he was earning his precollegiate living as elevator-boy. By the end of four years he had transcended all the natural limits of his circumstances, and had become one of the most popular men in his class. Hasty Pudding and Signet were proud to number him among their members. He wore the Phi Beta Kappa key, which testified to the excellence of his scholarship, and his last bow to the college was as a speaker on the commencement stage. Since then he has taken his profession by storm.

"The boy who comes to Harvard on his own merits finds that the college is like a great swimming-school where he is dropped into deep water and told to swim. If he can, his fellow-students begin to notice him; if not, he sinks to oblivion. The policy of non-interference is carried to its farthest limit at Harvard. The college is not likely to turn its psychology upside down for one student.

"In such colleges as the Northwestern University, where one-half of the thousand students in residence at Evanston support themselves, men with their way to earn have an approximation to an earthly paradise.

"College self-support seems scarcely a holiday task. But even under present conditions neither a break-down nor a low grade is the ordained conclusion of the self-supporting hypothesis, and any number of hale and hearty men to-day are leaving their impress on the age, who struggled through college, earning their way, and winning a high degree of scholarship as well.

"The hard lot of the working student, in fact, is his best stock-in-trade, if he is willing to make use of

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it. . . . For every dollar earned, a man must give one hundred cents' worth of goods, equal to his neighbor's or a little better. Yet even the strict requirements of the business world are relaxed for the self-helping student. 'I am working my way,' proves an open sesame to the heart of many an employer. . . . But the student who depends on sympathy, even in college, to excuse his inefficiency, is counted more or less a thorn in the flesh. It is his capable, wide-awake brother who avoids the dangers of college self-support, and gains its blessings, who stands the best chance of taking the outside world by the shoulders and turning it his way."

The same writer in the July number of *The Century*, 1901, tells also of "Working One's Way through Women's Colleges." She says:

"The Smith College calendar hanging in a corner took one girl half through the term. The picture-frame opposite paid the incidental expenses of another for a year, while the jolly pair of foot-ball players, constructed out of tissue-paper and pecans, sitting on the window sill made the temporary fortune of their inventor. A day after she had slipped in and put them there they became the college fad, and for weeks she could not turn them out fast enough to fill her orders. Then suddenly their popularity waned; no one wanted them.

"When a girl, out of the fulness of her desire, determines to work her way through college, she must first rid herself of the notion that she can copy her

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college brother. . . . The self-supporting girl finds before many an industry open to her college brother a sign on which custom or the college president has written 'No Admittance.' She can neither weed lawns nor dig gardens, clean furnaces nor shovel snow. Few girls, under the circumstances, have the physical exuberance necessary to meet the strain of entire self-support. They must stop short at self-help. But the attitude of a woman's college is strongly paternal. Though restrictions are laid on the student who works her way, scholarships and loans, as far as they go, are the compensations, and, when these are exhausted, a protective care and watchfulness which seldom fall to the lot of the college man.

"Moreover, a girl, by virtue of being a girl, has an inherited knowledge of housewifely tools before she puts on her first pinafore. It is her one point of superiority over her college brother, and she has made the most of it. As symbols of the higher education, broom, dust-pan, and needle should be enshrined with cap and gown, for they are the weapons with which many a student has won her diploma. Nine out of every ten girls who have worked their way through college owe it to the commercial value of their feminine accomplishments.

"In the University of California, as at Oberlin, housework is a popular way of solving the problem of self-support. Many of the girls find places in private houses of Berkeley, where they earn their board and lodging with three or four hours' work a day. The University has also undertaken a very interesting experiment, which is nothing less than a

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sewing school for college women. A house of eleven rooms, four blocks from the campus, has been rented by the University and equipped completely with cutting-tables, sewing-machines, chairs, footstools, work baskets, cupboards, and everything else that a model sewing-school should have. The course, conducted by an expert seamstress, is thoroughly systematic, including all grades of sewing from the simplest basting to the finest needlework, and a diploma is the reward for completing it. Some of the work of the girls is so exquisitely done that it finds a ready market even in Chicago and New York.

"College girls rarely manifest the talent for business organization which is characteristic of self-supporting college men. Their financial careers seldom have any organic unity. They play at Jack of all trades, for the ventures in which they engage are only makeshifts. The dollars they earn are not an end in themselves, but a bridge to their diplomas.

"Even Smith, which represents the ultra-development of student support, follows the rule. Few financial attempts are made which by a stretch of the imagination can be called a business. Dancing classes for the drilling of freshman recruits to prepare them for the midterm sophomore reception prove profitable ventures. A spring class of juniors to furbish up their steps before the Junior Promenade provides another opportunity for expert drillers.

"A student whose particular accomplishment was darning stockings set about making use of it in a way that showed a limited business capacity at least. She offered to keep the stockings belonging to one

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wardrobe in order during the year for three dollars, and at this rate obtained perhaps thirty customers, divided among four or five different houses.

"One industry which very nearly meets Webster's definition of a business is the making of gymnasium suits during the first six weeks of the year. The girl who secures the contract to fit out the three or four hundred freshmen with suits must have a handy needle, a level head, and executive ability. She will earn perhaps three hundred dollars, but she must lead a dog's life for a month and a half to do it.

"Certain industries at Smith follow the season of the year. The approach of Christmas is announced by the tempting articles on the bulletin boards of the little salesroom in the gymnasium. Curious signs appear also in the college dormitories. But the occupations they imply are not taken seriously by the self-supporting girl whose financial difficulties are chronic. They are rather the devices of light-hearted girls suffering from the temporary lack of money incident to the end of the term.

"Socially, the democracy of any woman's college is in excellent running order, and the working girl starts out on an equality with her richest neighbors. The self-supporting girl, unless she is hopelessly dull or repellent, finds herself, without an effort, eligible to all the pleasures of her companions, practically as well as theoretically. At least she is an object of interest. If she is personally attractive, the fact of her supporting herself is a sure password to social advancement — to the presidency of classes perhaps,

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to the best societies, and to an enviable state of respectful popularity.

"The comparative simplicity of amusements in a woman's college also contributes directly to the happiness of the poor girl. There are no expensive clubs to point the difference between her and her more favored classmate. A great financial display is not yet the fashion at any of the colleges for girls, and their wildest extravagance would seem economy to some of the richest college men. . . . Fashion too comes to the rescue of the poor college girl. A man student without a dress-suit at certain evening functions is an obvious impropriety. But dress-suits are an impossible luxury to the man who can scarcely pay for the bread he eats. The college girl is given more latitude in the style of her gown. She can make ingenuity do duty for dollars, and, arrayed in a ten-cent lawn at an evening party, can hold her own with the girl in a gown imported from Paris.

"Still, self-support and even self-help in college imply disadvantages. The girl working her way must give most of her recreation hours and part of her study-time as well to making money. If the student has a wide margin of strength, and can burn her candle at both ends without exhausting it, she may pull through the year in safety. But the student who has not this physical elasticity is likely to carry through the rest of her life the effect of the overstrain of her college years.

"Self-support presses less heavily on the average college man than on the average college woman, partly because he has a greater reserve of physical strength

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to draw on, partly because, by virtue of long centuries of inheritance, he takes more kindly to responsibility.

"A substitute for college self-support, with strong recommendations in its favor, is the method of working while you work and learning while you learn.

"Oftentimes self-support is such a series of struggles that, viewed from a larger knowledge of the world, a college education bought at such a price seems scarcely worth while. But students who can look back on a finished course, and even those who are in the midst of the struggle, can never be brought to acknowledge such heresy. They are unanimously thankful to have a college education at any cost."

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CHAPTER XX

CHOICE OF A COLLEGE, AND COLLEGE ATMOSPHERES

A high heart is a sacrifice to Heaven.

THE important matter of the choice of a college should be decided largely according to the future aims of the individual, if he is able to have any considerable option. If one wishes to study a specialty he must, of course, seek an institution in which that is taught, but since his specialty may be taught in many institutions he again has to consider other elements.

One should not permit the size and national fame of a particular college or university to lead him to ignore the fact that there are other matters to be weighed in the decision. He will not obtain all advantages in any one school; he may do best at a large college and he may do best at a small one. There are many factors to be considered. There are certain very great advantages in attending a small college, such as closer personal relations with teachers and with fellow

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pupils, receiving more attention to one's personality, more aid in self-development, than in an institution where students are numbered by hundreds or thousands.

There is, of course, for the student of limited means, an economic advantage in attending a college in one's own State or neighborhood. Railroad fares have to be considered.

A degree from a particular institution may have a special value in a given occupation or profession. The college or university with the greatest prestige of that kind should therefore be chosen, if possible, by the one who aims at a specialty.

It is further worth considering that you are aiming not only to get through college but to be established afterwards, and that certain institutions, such as Harvard, have an organization whose object it is to help graduates to get started in life.

Where one seeks training rather than a specialty or a degree of particular weight, it is best, in general, to select the nearest good college and cast in your lot with that.

As to the influence upon one's choice that may arise from more or less opportunities to earn his way while at college, it is to be remembered that

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while chances to obtain remunerative employment in the small college are fewer, the expenses are also much lower. A few dollars earned under such conditions will go farther under the same conditions. On the other hand, the colleges that stand in great cities give the widest field for self-support, but living expenses are proportionably increased.

All such matters should be weighed with care and with due consideration of all the data you can obtain by conversation and by correspondence.

There are other things to be considered also, according to one's tastes, aspirations, plans, and nature. You are making a life and building a personality. You admire and wish to be a man or woman of a certain type, perhaps. If possible, you should choose the college that, at least in a general way, so far as you know it, tends most effectively to fulfil your ideals.

There is a very considerable difference in college atmospheres. Different institutions tend to produce different types of men and women.

It is very difficult to define just what the differences of college atmospheres are; yet these exist and are recognizable. If one is fairly familiar with the various colleges and has some acuteness of perception he can place the men he meets,

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so far as their alma maters are concerned, with considerable accuracy.

It is by no means difficult, of course, to distinguish the residents of various parts of our country by accent or by manners. It requires little perception to tell a Southerner from a Northerner, an Easterner from a Westerner. It is slightly more difficult, but still possible, to distinguish a New Englander who has lived in Ohio for twenty-five years from a New Englander who has remained at home. It is easy to tell an inhabitant of New Orleans from a dweller in San Francisco, to distinguish a Chicagoan from a Bostonian, or a St. Louisian from a Cincinnatian. It is slightly more difficult to distinguish a Philadelphian from a Baltimorean, or a New Yorker from a Bostonian.

It is more difficult, however, to distinguish the atmospheres of the colleges, or, to change the figure, the stamps they make upon their students, yet there are differences. One might fancy this would be relatively easy if all students at each college belonged by rearing to its locality. But the point is to distinguish a Californian who has been graduated at Yale from one who has studied at Stanford University; yet this can be done. There are differences of type between the graduates of Harvard, Cornell, Princeton, Johns Hopkins, Ann

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Arbor, Washington and Jefferson, the University of Virginia, and the rest. These are matters of atmosphere.

A noted Harvard professor used to say to his students, "College education gives three things — character, culture, and scholarship; and the smallest of these is scholarship." Now the college gives character and culture, and it gives the kind of character and of culture that it possesses; this character and this culture are resultants of the history and traditions of the institution, and of the individualities and attainments of its teachers and pupils past and present. Each college may be said to have its own individuality, and this individuality is impressed more or less on its students. One can readily appreciate this by illustration, thus: students who sat under the lectures of John Ruskin, at Oxford University, could scarcely fail to become more interested in art than would students who attended a school when art, if presented at all, was presented less impressively. One who had sat under Matthew Arnold's instructions in English could scarcely fail to evidence his training by increased interest in letters. In some degree this principle of the impress of the professor upon the student would be true anywhere, according to the forcefulness of the teacher.

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I am not undertaking to present a perfect analysis of the atmospheres of the several colleges, but to indicate in a suggestive way something concerning these different atmospheres for the prospective student's benefit. It will be sufficient if his attention is called to the existence of these differences in some general way. Then he can work out the details for himself and make his choice. On so subtle a matter the writer should not be blamed overmuch if his information and impressions are not entirely accurate.

With these qualifications, I venture to suggest something in regard to the varying atmospheres of several of the important institutions of learning. Broadly speaking, it may be ventured that the University of Virginia impresses upon its students a subdued gentleness, combined with cordiality of manner and an open-hearted yet somewhat proud bearing; it makes "gentlemen of the old school," very polite to women, and with a tinge of femininity in themselves, perhaps. Johns Hopkins imparts an interest in science and a cosmopolitan spirit. Princeton men acquire a certain dignity of bearing and a rather precise style of utterance; they are apt to be more interested in philosophy than science, and are not given to emotionalism; their traditions are strongly patriotic.

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The Harvard man carries with him an air of assurance that he has been properly instructed, at the very best source of teaching, that he has been stamped like sterling silver or high-grade china, and need not vex himself in regard to his position in the world. The Yale man is apt to be a trifle aggressive, and to carry a feeling that his University has no rival except Harvard. The Yale and Harvard men of the elder generation may be freely granted, without envy, to bear the impress of considerably stronger character and riper culture than the men of almost any other universities in our land. The newer men can not be said to have any unquestionable advantage, since many other colleges are now far more richly equipped than they were a generation ago. It may be remarked in general that the students who have come from the more crowded institutions — say, where there have been a thousand students — have a certain swing and freedom of manner that indicate they have been part of a multitude; while the men who have mingled with only two or three hundred students are apt to be slightly less at ease with all classes of men.

West of the Alleghenies, a college like Washington and Jefferson, established in 1802 when the West was beginning to be won, makes its

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students somewhat more of the stamp we are accustomed to call American; they are apt to be a trifle more brusque, emphatic, and more American. There remains there something more of the pioneer spirit; also passionate love of knowledge for its own sake, reverence for education, and a republican freedom. Blaine was a representative of this type though he spent a large part of his life in Maine; he would not have been mistaken, by observers of types in our land, for a graduate of an Eastern university.

If, out of the youths of Ohio, one attends school at Princeton, another at Miami University, and another at Wooster, one who would observe the three would be able to understand something of the meaning of college atmospheres. The Princeton boy acquires a certain dignity of bearing, slightly of the clerical type, yet with a certain breadth of feeling and of manner. Part of this influence must be set down, however, to the fact that the youth who has gone from Ohio to Princeton has knocked about on numerous small journeys to and fro, has come in contact with New York and Philadelphia, has seen much of intercollegiate games, and has mingled with students gathered from many parts of our country. The young man who attends Miami University, if he is a native of Ohio,

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has only short journeys, mixes largely with Ohio men, and is not thrust into a great crowd; yet he feels the force of the neighborhood of leadership; he realizes that his university is a producer to some degree of national men like Benjamin Harrison and Whitelaw Reid. He is in the midst of the new centre of national life; Ohio's roll of soldiers and statesmen reacts upon its university life. These students are likely to be ambitious men, looking upon all things as possible for them, and having a large faith in the future. They are interested also in American history; they are away from the influence of English university life more than students in the East are. The students at Wooster get a good, broad, sound quality of culture; Wooster was profoundly impressed by the influence of Dr. Sylvester Scovel, for some years its president and then one of its leading teachers, who was one of the most superbly cultivated gentlemen and scholars in America; Wooster has also been vitalized and energized by its remarkable present head, Dr. Holden.

When we consider General Grant as an Ohio product, and recall the cast of the man and his language, we feel at once that his atmosphere was not that of any of our colleges, but that of the military academy at West Point. When we

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consider Garfield, we find in him something different from the product of the Ohio college of his time; we find in him much that belonged to the small but distinguished and individual Williams College of the time of Mark Hopkins.

In the great Western colleges, which are numerous and remarkably flourishing, the conditions are largely different from those in the East, and some of the advantages are very great. The Eastern colleges were at their foundation patterned after the English colleges and universities, but our Western colleges were most of them mere schools at first, and they have had a natural growth along broader lines and have been adapted to changing needs. The Eastern colleges have had a tendency, as we have indicated, to form types that are scarcely continentally American. The fact should be recognized that the Western colleges, in general, tend to create a thoroughly American manhood, and do not form hard and fast types. The time is distinctly past when the rich Western youth need feel that in order to be in touch with the world he must cross the continent and attend one of the large Eastern universities. In the great institutions in his own part of the country he can obtain all that can be gotten in the East and something

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else that can not be obtained there, for they have developed advantages peculiarly their own.

In the Western colleges, on account of their relative newness, the types are not yet so distinctly marked; and it is to be hoped that they never will go to extremes in this direction. There is to be found more heartiness of manner; the students are all friendly; no hard lines are drawn, but all meet on a common level; there is not so much of family distinction as in the East; all are willing to take a man for what he is worth. In dress and appearance many compare well with students in the East; there are numerous rich youths, yet the majority do not spend money as many do at large Eastern universities.

The University of Michigan, at Ann Arbor, is very democratic. There are no clubs that have precedence; the independents manage the school, although there are eighteen general fraternities, besides many women's societies and professional societies. A man may forge ahead in college politics as he would in State politics. To be a fraternity man there gives no weight in college politics. The daily paper is in the hands of the independents. The professors are a well-dressed and fine-looking set of men. The college men are generally as well dressed as those in Eastern schools,

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possibly better. There is not much historic college spirit; most of the students know little of the history or traditions of the University, and many of them hardly know that there is a ball team. This is a remarkably cosmopolitan institution. The students are as widely distributed as in any university in the country, and all classes are represented, both rich and poor. There is at this school a decided air of elegance; but there is not so distinctive a mark in some other respects as in the old Eastern schools, where students and teachers are largely of the Eastern type. This was the first great school in the country to introduce the elective system as it is used in Germany.

The University of Wisconsin may be said to be in a sense a Yankee school in the West. It has very rapidly become one of the very strongest institutions in the country. It is developing Yankee ideas with Western push and life. The names of President Van Hise and Professor Ely are sufficient to indicate something of its status. The fraternity spirit there is active. In history and political economy Wisconsin is especially strong.

The University of Chicago, with the impress received from the late President Harper, one of the best educators in the country; the Universities

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of Missouri, Nebraska, and Kansas, are all marked schools, while the University of California ranks with the Universities of Minnesota and Michigan. The Leland Stanford Jr. University, with its President, David Starr Jordan, stands apart from many other schools on a basis of wealth. It is having a remarkable career, and doubtless will have an extraordinary future.

These Western institutions are likely to develop characteristics peculiar to themselves. At present the Western university is like the West itself,—fluctuating and changing. It is quite probable that the Western institutions have a larger proportion of earnest students than are to be found in Eastern schools; in the East a certain percentage of students go to college for diversion, but most Western students have a life plan and purpose.

The university of the West may be declared to be in a special sense the university of the future. Already the cosmopolitan brand of the University of Michigan carries a distinction among knowing people that is quite equal to that of Yale, Harvard, or Princeton. The elderly man in the Middle West tells you with pride that he is a graduate of Yale; the man of middle life in the same region tells you with greater pride that he has the diploma of the University of Michigan.

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It seems to us, though the proposition would probably be widely disputed, that the Western university man has that great thing, modernity, above the Eastern graduate. Many people are of this opinion, and we are already in the midst of a time when students from the West are not attending Eastern schools except for specific ends that can not be attained elsewhere. Students in the Middle West are turning their faces toward the great institutions that lie in the direction of the Pacific.

The college atmosphere thus indicated remains with men to a large degree throughout life. Napoleon never lost the brand of the Brienne school; the mark of the great English universities is found on men of all professions in Great Britain, and in ten thousand English books, upon the editorial pages of great English dailies, and in reviews and magazines.

In our country, particularly in the smaller colleges, the influence of one professor who has travelled or studied abroad, is felt throughout the institution. Since the students are under the influence of these institutions during their most impressionable and formative period, and since they are to bear the mark and carry the atmosphere of their schools during life, as surely as the man born in a log cabin carries that stamp

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always, and the man born in a palace carries that influence, it is of the highest importance that the culture imparted should be of the highest possible kind, and that the character formed should be after a noble pattern. As Matthew Arnold has told us that progress consists in the predominance of the metropolitan over the provincial spirit, it should be seen to that no provincial spirit is found in any of our colleges. It should be remembered that the provincialisms of New Haven or of Princeton are no more admirable or worthy of perpetuation than the provincialisms of Hanover or De Pauw. It should not be that an American can be distinguished by Americanisms, nor that the Chicagoan should talk Chicagoese or the Bostonian Bostonese. Neither in college life should it be that one carry with him a provincial brand; college life should be made more and more to conform to a higher type. If, as the professor said, character and culture are more than scholarship, it should not be forgotten that the former two should be of nothing lower than a metropolitan type.

Progress in this direction is being brought about as the several institutions of learning are being provided more liberally with money. Professors are able to travel more than in former

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days. The lesser teachers come more in contact with the superior ones, and tend to absorb their culture. The time of the Porsons is gone; the day of the elegant Arnolds and Ruskins is here.

A better spirit, the national and metropolitan spirit, can be furthered among the students themselves. It is being so furthered by intercollegiate associations. As the "home staying youth has ever homely wits," so the college boy who knows only his own college has ever something provincial about his wits. The 'varsity men who have been much on Manhattan field, or other arenas for intercollegiate meets, have most of the metropolitan spirit.

Since character and culture are the chief outcome of college life, the social influences around the student should be of the best. Manners, dress, address, style, should be emphasized. The knowledge of the best that has been done and thought in the world should be imparted. The characters formed should be of a noble, magnanimous, generous, gentlemanly, and manly type. The college atmosphere should be one to be gladly carried through life, rather than one to be gotten rid of as life proceeds.

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CHAPTER XXI

VALUE OF A COLLEGE DEGREE

Work with steady, conscientious persistence, determined to make the most of the opportunities offered each day.

THE youth who is hesitating whether or no to attempt to make his own way through college is apt to be affected somewhat by seeing men who have no formal education succeed in making money and filling useful positions. He asks if a degree after all has any real value. It would be folly to discourage one who has no possible chance to go to college and make him feel that he must therefore fail. No one questions that many men have succeeded, and many will succeed in the future, without the help of colleges.

Nevertheless the college-bred man, other things being equal, will stand a better chance of success than the one without this help. But the doubter may incline to question not so much the worth of the training he may get at college as the utility

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of the actual degree conferred. Would he not be as well off practically if he took three years at college as if he took four and received a diploma? We would not discourage the man who is compelled to stop before graduation; he has gotten something from one year or two years or three years at college.

Yet the diploma, the graduating degree, has itself a tangible value. For instance, an increasingly large number of employers want college men for certain positions. They want men who have not only been at college but who have completed their course; sometimes they also have prejudices in favor of men from a particular college or from a college of a certain standing; this matter may be decided sometimes without large information as to the numerous colleges and on the basis of the one or few institutions they may happen to be familiar with. They want a man who has finished his course, on the principle that the man who has stopped before graduation may have proved weak or incapable, though he may have been hindered by circumstances most honorable to himself, such as sacrificing his career to the support of parents.

The degree, then, is seen to have an actual value in the market, whether justly or no. It helps to

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give one a start. It stands for a certain amount of work done and of pluck proved.

Consider, then, the answer to the question, What good does it do to be able to write "A.B." or "A.M." or "Ph.D.," or still further, "D.D." or "Lit.D." after one's name? Of course, one is not necessarily a success because he has this privilege; yet these capital letters indicate certain attainments and carry real usefulness, value, and honor. This value is sometimes overlooked, and the degrees are thought of as meaningless or worthless. On the other hand, they may be exaggerated and considered ends in themselves. One can not go through the world trusting wholly to the fact that he is a Bachelor, a Master, or a Doctor, any more than he can ask the world for a living because he is a colonel or a general. Nevertheless, these titles do carry distinction and value.

The conferring of scholarly degrees by colleges and universities originated in the universities of the Middle Ages, and for a long time carried with them the right and indeed the obligation to teach.

The degrees are now divided into two classes, those that are earned by courses of study and those that are honorary, given to those who have attained a certain distinction. Certain of these degrees may be given either as earned or honorary degrees.

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The degrees are broadly divided into Baccalaureates, Masterships, and Doctorates.

There are three hundred institutions of learning in the United States that have the legal right to confer these; in Germany there are twenty-one universities, and in Great Britain still fewer that have this privilege. The Baccalaureates are given upon graduation from a college; the Masterships are granted after further study; and the Doctorates bestowed after still longer pursuit of knowledge.

These may all be granted as honorary degrees, though it is a very rare thing that one is made a bachelor of arts without actual resident work at a college.

A more or less successful effort has been made for some years by the Federation of Graduate Clubs to persuade educational authorities to cease giving the same degrees as both honorary and earned ones. The Federation claims that the degrees of doctor of philosophy, doctor of science, and doctor of medicine should never be conferred as honorary ones, nor without actual resident study at an institution of learning; and that the degrees of doctor of the more humane letters, doctor of divinity, doctor of law, doctor of civil law, and doctor of music should be universally recognized as entirely honorary degrees.

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In Europe certain of the degrees carry with them a fixed social rank. In Germany, during the Middle Ages, a doctor of law enjoyed the same privilege as knights and prelates, and in that country still the doctor is before the untitled nobility and next to the knight. But in America the matter of rank does not enter into the consideration.

In certain of our States, applicants for admission to the bar find their way easier if they can point to a degree. Certain churches require that their clergy have the diploma of a college.

The degree of doctor of philosophy is particularly valuable in the teaching profession, in obtaining positions in certain schools; but as this degree may be obtained from institutions of little standing and without special courses of study, examining boards for schools have now begun to inquire from what institution it is derived, and by what course of work. Those who have gained it by non-resident work or from some doubtful institution are rated lower in chances for schools than those who possess the honor from a first-rate institution after hard work.

The colleges have become more and more careful in the granting of honorary degrees, and statistics show that the average for the three hundred institutions in America which have the legal right to

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confer these is not two persons per year for each college.

The degrees give, or add to, professional standing. They have something of social worth. Certain of them have practical value.

A considerable number of our educational institutions have been so impressed by the cheapening of the honorary degrees by too frequent granting of them that they have ceased to give them. Others have been so economical of these gifts as to distribute them only once or twice in a decade.

Practically and actually, the young man or woman will find the college diploma, the A.B. degree, of utility in getting a start in life.

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CHAPTER XXII

GREEK LETTER SOCIETIES AS HELPS

Difficulties and discouragements all have to encounter; but meeting the one with intelligence and the other with confidence, we should press resolutely forward to the approaching goal.

IT is not every college student who can or should join a Greek Letter Society, but such as do so may find them helpful in a great many ways. The self-supporting student who is hard-driven for even a few dollars should not undertake the additional expense of belonging to one of these fraternities; but such students as find themselves able to obtain remunerative work and to perform it sufficiently to get a few dollars ahead, and so be able to pay the fraternity fees, should consider the value to them of uniting with a fraternity.

If the self-supporting student has a good start in money-making and sees that he can reasonably expect to pay his share of fees in a fraternity, he will, by joining one, bind himself closely to a group of fraternity brothers who will help him

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in many ways. He should not go in on a charity basis; better stay outside than do that; let him preserve his independence at all costs. The expenses of each member of a fraternity, unless it be in some one of the large Eastern universities, are not very great; the initiation fee is generally ten dollars; the monthly fee is usually a couple of dollars; the badge costs from five dollars up. Most of the chapters of the leading fraternities have now their own houses, either owned or rented, and the self-supporting student can in many cases become the care-taker of such a house or rooms, thus get his lodging, and perhaps more.

His fraternity brothers, aware of his needs, will in general make a point of putting remunerative work into his hands so far as they have opportunity. While the spirit of certain colleges is against the fraternities, in most of them the fraternity man has certain marked advantages. The old-time gulf between fraternity and non-fraternity men is not so wide as it used to be, and the non-fraternity men are not socially ignored as formerly; still the fraternities have much influence. One gains by membership in a good organization of this kind. He is no longer isolated, but is a recognized part of an important group.

Besides the purely selfish side which we have so

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far considered, the generous-minded youth is sure also to have other motives in associating himself with the fraternity. He will give friendship as well as receive it, will take pride in keeping up the good name of his fraternity by care in his own conduct, and will help his fellow-members in other ways, even though as one of limited means he can not add much in the way of money.

It is to be remembered that these college fraternities, which announce themselves to the world by means of badges of gold bearing two or three Greek letters, as the initials of mottoes known only to the initiated, are to-day one of the chief factors in undergraduate life. Mr. James Bryce, in his book "The American Commonwealth," declares them to be "one of the most peculiar and interesting institutions in American universities." They have had now a history in the United States of more than one hundred years.

These fraternities were preceded in the colleges by the strictly literary societies, which have continued to exist side by side with them, but which in most institutions have decreased gradually in influence, while the Greek letter societies have steadily grown in vogue. The earliest of these clubs was established at William and Mary's College, at Williamsburg, Virginia, in 1776, then one

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of the most prominent institutions of learning in our land. This was called the Phi Beta Kappa Society. It soon established seven other chapters, and then the mother chapter ceased for a time to exist. Most of these early chapters have also now gone out of existence, and the fraternity is now an honorary one. It was not until about 1825 that similar organizations began to multiply, by imitation of their original.

These societies thus antedate all other secret organizations in America, with the exception of the Masonic order. The purely literary societies have badges, the idea of which, as well as that of the badges of the Greek letter societies, was doubtless derived from the badge-wearing habit of the Masons and the custom of foreign decorations. Since the Greek letter badges were at first large, and were strung around the neck, we may presume that their originators were influenced by having seen similar decorations worn in a similar way by members of foreign orders; for the wearing of a badge suspended about the neck is a distinction granted only to the officers of certain orders. The Phi Beta Kappa badge was originally a slab of silver, with the letters engraved, not enamelled or raised.

All the college fraternities originally professed

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to be of a literary character, and this tradition is still maintained, but in fact this feature is entirely subordinate to the social. The purely literary societies of the colleges used, and still use, Latin for mottoes and titles of officers. The founders of the secret fraternities chose Greek words and letters for their use, and nearly all the fraternities to-day continue this practice, although a few have departed from it and call their officers by Latin names; and in two or three notable instances they do not use Greek letters on their badges. We know no reason why Greek letters were chosen except that the Greek language is generally known only by college men, and the characters are therefore less commonplace than the Roman Alphabet. The "A B C Society" would not seem so imposing as the "Alpha Beta Gamma Club." The sound of the chosen symbols is imposing, the characters are unfamiliar to the average man, and thus mystery and secrecy are suggested.

These fraternities are the only organizations in America in which the Greek language is used for mottoes and titles; all the officers in most of these societies being designated by Greek names. The letters used as the title of each society are the initial letters of the motto of the same, and the syllables that once were upon the tongues of

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brilliant Athenians now become to college youths significant of their pledges of loyalty to their particular group of fellow-students. The badges are all emblematic and are in their various parts significant of some truth, sentiment, or vow. The scroll, chain, skull, cross, or whatever object is wrought into the shape of the badge or impressed upon it, has a special meaning to the initiated. Most of the badges are attractive in appearance and artistic in design.

The badges exhibit considerable variety, being of many shapes and patterns; there are crosses, diamonds, squares, scrolls, keys, and other forms in use, but generally they are either shields or crosses of some variety, indicating that the English family coats of arms, usually shield-shaped, have had some influence in suggesting designs. The cost of the badges is anywhere from three dollars up to one hundred, and beyond that if richly adorned with precious stones. Their surfaces are often enamelled either black or white and the letters are nearly always done in enamelling.

Every such fraternity has its own place for its secret sessions, either a rented house or rooms fitted up for the uses of the society, or, as at the larger colleges, a hall erected by the chapter and called a lodge or fraternity house. Where the

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students are able to erect fraternity houses these structures are often very tasteful and elegant. The former custom of keeping the place and time of meeting secret has passed away; the sessions are no longer liable to disturbance or in fear of spies and eavesdroppers as at one time.

The headquarters of the fraternities are usually in large cities, several of them being in New York. Formerly these organizations were governed by the oldest or else the largest chapter, but now they are controlled by a council or senate, composed entirely of graduate members. A biennial or triennial meeting of each society, composed of delegates from the college chapters, is held for the purpose of effecting any desired changes and enacting rules and laws. These are managed exclusively by undergraduates. The expenses of the societies are provided for by initiation fees, annual dues, and voluntary contributions. The gifts are sometimes considerable, coming chiefly from graduate members who have made money and have continued to take an interest in the associations of their college days. The fraternities maintain expensive establishments, give dinners, and publish catalogues, quarterlies, magazines and other matter pertaining to their interests.

Several of the larger societies maintain costly

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club-houses in New York and other cities, which are centres of social life for the members who are residents and for visiting members from all parts of the country. These provide pleasant quarters for visitors, lodging, and meals, and serve the general purposes of a club-house. The stranger in a great city, coming properly equipped with his membership card, may find a temporary home for himself among men of his own college fraternity.

Chapters of each of the various Greek letter societies exist in many colleges, sometimes a dozen different ones being represented at a single institution. The fraternities have from half a dozen to seventy or a hundred chapters each at as many institutions of learning. Some are strong in the West, and others are largely confined to the East or to the South; a few, however, reach over the entire country.

Some of these societies pledge their members never to join any similar college organization, and membership is expected to extend throughout the period of student life, and to continue thereafter. Yale and Harvard and one other are the only universities in which there are class organizations; there one may pass from one society to another according to his class. There exist, however, at

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the same universities other societies in which the membership is permanent.

At Princeton, notably, the fraternities no longer exist, they having been successfully outlawed there many years ago. They are forbidden also by the laws of a few other colleges, chiefly in those under denominational control.

There are altogether about thirty-five general Greek letter societies in the classical schools for young men; there are seventeen for young women; there are twenty general medical fraternities and seven legal fraternities. There are also a number of local fraternities, societies with only one chapter. Probably half of the students in the institutions in which secret fraternities exist are in their membership. The Greek letter societies in the United States have a membership of more than one hundred thousand, with more than six hundred and fifty active chapters and three hundred and fifty inactive chapters. They own about one hundred houses or halls in various college towns and cities.

Something can be said both for and against these organizations. They are frequently accused of engendering party spirit. There is some envy and bickering between the members of different groups. Students who fail to be invited to join a fraternity are likely to feel slighted and ignored.

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The fraternities are accused of diminishing the college spirit.

Yet, some kind of grouping of the students, according to abilities, skill in athletics, social gifts, or wealth, is inevitable. A newcomer who joins a fraternity gains a speedy entrance into a group of friends who make him feel at home. His new friends post him as to college ways, admonish him as to possible mistakes. He is likely to make fast friends with at least some men of his clique, and if they are valuable men this proves a great help. The fraternity men are likely to be careful of their conduct for the honor of their group. By such associations youths frequently have their ambitions stimulated; they profit by intimacy with men of social polish and good attainments.

The new student should not show his anxiety, if he feels such, to join a fraternity. This comes by favor and not by evident seeking. The new students are all under inspection by the older men, who are on the lookout for suitable persons, or those they consider such according to their standards, to be recommended for election to this or that fraternity. New men are watched, discussed, and their strong points are discovered and their weak ones considered. The new man should be neither too gushing nor too shy, but should meet

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all others in a cordial manner and attend strictly to his own affairs. The fraternities do all the courting. Some students go up to school recommended by letter from alumni to their brethren in a given fraternity; the new student is not supposed to be aware of this fact; if he does know of it, it does not alter his relations with the fraternity receiving the letter until that society makes the first move. Such letters are not always acted upon. The newcomer also has his preferences; the local chapter of even a fraternity of national standing may be at a particular time made up of inferior men; the several chapters usually are composed of kindred spirits, and the new student will desire to consort with his own kind, or with men of like tastes, and so he should not be in haste lest by joining a group he does not care for, he is worse off than if he had remained outside all.

When one has been invited to join a particular fraternity and finds the men congenial, he should, if his funds are limited, ask about probable expenses before he takes a further step. If he is dependent on self-support he should let that fact be known, not as asking any favors but to inform his prospective fraternity brothers of the state of his pocket, that they may not expect more of him than he can do.

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It used to be that it was considered desirable to keep secret for a time the fact that a new man had been pledged to a given society and to let others invite him also; and it was thought an honor to have been sought by several fraternities. This is now considered dishonorable, and a pledge button, or the colors of the society, are given to any one who has promised to unite with a society; thus before initiation all others are notified that he is a pledged man. This fact shows an advance in moral ideas over those in vogue some years ago.

Occasionally, when the overlooked men, those who have not been invited to join any fraternity existing at a given college, find that none of the established societies in that place is likely to invite them to be part of their organization, they make overtures to societies without a chapter in that school, and form a new chapter for themselves. Again, if that method fails, they sometimes create a new local fraternity. For this and other reasons these societies have multiplied. As the principle of selecting only those men who are considered the most desirable from the point of view of the existing chapter necessarily keeps the membership of each chapter relatively small numerically, there is sometimes good reason for

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the formation of other fraternities to make room for more men within the circle of the Greeks.

A large proportion of Greek letter men keep up their interest in their society throughout life. Graduate chapters of many of the societies exist in various cities, and old college friends, as well as those who have not common alma maters but only the fraternity tie, continue to carry out the programme of brotherhood begun at school. Thus the fraternity often becomes a life tie as well as a bond while at school.

The social features of the Greek letter societies have reached the fullest development possible, as the fraternity men, to a large extent, lodge, eat, play, and study together. They have done away with the recluse character and isolation of the student life of former days.

Thus it is evident that if the self-supporting student finds it possible to join a college fraternity he is quite certain to find in such a brotherhood friendly encouragement in his struggle, social solace and satisfaction, and men who will aid him in finding work and in carrying out his plans.

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CHAPTER XXIII

COLLEGE ATHLETICS

It is young people of this type who accomplish greater things when their college days are over.

THE day for the pallid and bent student to be admired is gone. The day when the "student's stoop" was considered a necessary accompaniment of intellectuality is gone. The brow "sicklied o'er with the pale cast of thought" is no longer sought after. The fashion of tan has come. It is realized that one will think, study, write, and do all kinds of mental work better if he is healthful. Red blood and sound nerves are necessary to sound thinking. So that students both in college and out are anxious to be and to seem robust.

It used to be that when a college boy returned home, he was expected, by himself and by his family, to carry along the physical marks of hard study in the way of pallor, a stoop, and a generally enervated condition. This much was expected, even if he had not fainted dead away in

the midst of his speech on Commencement Day, from the strain of prolonged work.

All this has been changed. It is realized that it is not worth while to wreck a college student's health and send him out broken down and incapable physically of taking up the duties which he had hoped to perform in after life. The test has been made, and it has been shown that the athletes are as good students as the non-exercising men, and that many of them are better ones. It has not been shown that the grade of any athlete is lower than it would have been if there were no such thing as a gymnasium. The mental work of the athletic man who trains with moderation is apt to be better than another's; it is done with more ease, with less drain on the vital forces; it is clearer and sounder, and it remains longer in the memory.

The self-supporting student is interested in college athletics from several points of view. He needs the physical benefits and pleasures. If he is an expert, or becomes so, or is specially powerful in body, he may, under favorable conditions, find that his athletic prowess will be his simplest and most direct way toward self-support in college. He may be able to turn his strength and skill in athletics into money by training others.

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The self-supporting student, or the prospective one, will therefore be interested in certain briefly stated facts in regard to college athletics.

The object of the college course is manifestly to educate, to develop the powers, and to prepare for manful and successful struggle with the duties of mature life. To accomplish these ends, the body has to be maintained in good working order, made as strong as possible, and rendered an obedient servant to the will. The old method of education ignored too much the just demands of the body. The colleges turned out, in many instances, good students who were physical wrecks.

In order to correct this evil and to maintain an equilibrium between mind and body, college athletics have come into existence and have grown into one of the prominent features of modern university life.

University athletics have a history of more than forty years in America. Their development within the last twenty years has been vast, and changes are constantly taking place. Interest in them increases from year to year. Prejudices are being overcome, and objections are being answered by statistics.

College athletics consist of rowing, football, baseball, cricket, tennis, golf, bicycling, and track

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athletics. There are also gymnasium contests. Track athletics consist partly in running races; the distances are one hundred yards; two hundred and twenty yards; four hundred and forty yards. These also include hurdling, over distances of one hundred and twenty, and two hundred and and twenty yards; four hundred and forty yards. The field events are high jumping, broad jumping, pole-vaulting, hammer-throwing, and shot-putting. The standing high and broad jumps were formerly the fashion, but they are now done away with. They used to have tugs of war, but these have gone out. Pennsylvania University and Harvard have cricket. Golf has also been taken up by most of the Eastern colleges, and has become also an inter-collegiate sport.

The track athletic contest always comes the last Saturday of May; the Friday before that day is used as a day for picking the men, in order to limit the contest to the best men. The season for baseball contests is the spring, and there are usually two games played on each of the home grounds; then one on neutral grounds. The football season opens a few days before the opening of the fall term of college and lasts until the Saturday before Thanksgiving in some colleges, while others play on Thanksgiving Day.

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The tennis contests come off annually early in the fall. The gymnasium contests are held in all colleges; the athletes of two universities have a contest in some large city convenient to both; such contests include horizontal bar work, parallel bar work, tumbling, wrestling, fencing, and gymnastics generally.

There are from twenty-five to forty representatives in intercollegiate contests, from all over the country. This variation depends on whether the colleges have good enough teams to send. Every college has to pay a certain fee in order to belong to the Intercollegiate Association.

Training for the baseball contest begins at the university grounds about the middle of February; the men train within walls, called a baseball cage; this is about one hundred and twenty-five feet long by sixty wide. It has of course an earth floor; it is heated and kept habitable for the players in winter time; there they get general practice, pitching and practising with grounders. The football practice goes on continually in season, regardless of the weather.

All the track men begin light training in the gymnasium after the Christmas Holidays. Light training in the gymnasium is kept up every day until about the opening of spring; then, when the

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weather has become pleasant and the ground solid, they go into hard training for about two months.

When under training, the students eat only at the training-table, where such food is provided for them as is allowed by their trainer. All fried foods are eliminated; so are pork and pastries; no tobacco is used during this time, nor alcoholic drinks; only two glasses of any liquid are allowed each person at any one meal. The students go to bed early; half-past ten or eleven o'clock is considered the proper time. From one to three hours are daily required for training, and the length of time depends upon the kind of contest the man is to enter. If the captain discovers that a man is not keeping training, he will immediately eject him from the training-table and dismiss him from the team.

In some of the colleges there are rules requiring students to do gymnastic work. The majority of students need no urging, and the gymnasiums are usually full from four to six o'clock.

At all the large colleges, the great distinction in dress of the 'varsity man — that is, one who has won a point in the intercollegiate championship track games or has played in the championship baseball or football game or has been on the crew — is the monogram on his cap and the

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great privilege of wearing the initial letter of his university, in the college colors, on his sweater. The insignia on the cap indicate whether one is a football, baseball, or track man; those who have won them alone have the right and privilege of wearing these initials.

The coaches in the large colleges are always graduates or former students of the colleges represented. The trainers are men who are experts in their line, who make a business of training; some of them have previously been noted athletes.

The men are required by college law to have a standing above a certain grade in their studies before they are permitted to enter the contests at all. Some of the men during the active season of athletics have been noticed to stand better in their studies than even at other times; this may be attributed to their time being limited so that they have to concentrate upon their work, as well as to the fact that good physical condition helps the mind.

The spectators at the contests are men and women of the vicinity, woman friends and relatives of the students, professors and alumni, and people generally from everywhere who are interested in games; and these are gala scenes generally.

College athletics improve the men physically.

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They have done away with a great deal of the so-called "sporting." Now that athletics have come in, the students look up to the champion athletes; and enthusiasm over them is unbounded.

College athletics give a discipline and self-mastery that are invaluable; the students who take part persistently in these exercises are taught control of their appetites. The dietary regimen in the training season is strict, the hours for exercise are fixed and regular; the student is taught that indulgence in alcohol or tobacco, or other forms of dissipation, is fatal to his ambition to excel; self-control is thus impressed early upon the student, and his character is strengthened.

College athletics are a safety valve; the energies of the students are bound to find an outlet. By the strong exercises of the gymnasiums, and of the various games, these energies are naturally put forth; so that the tendency to late hours and to dissipation is largely diminished.

College athletics have generally, as is to be expected, a far more gentlemanly and manly tone than those that may be called professional. Furthermore, they are less slangy and sporty than they were a few years ago; the whole tendency is away from the rough and tough element, toward manliness and the development of manhood.

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At the university games now, an error of an opponent is no longer applauded or hissed; good plays are applauded. It used to be an object to rattle the opening teams by hooting. But that is now considered "muckerism." A general gentlemanly spirit prevails.

There is less cause for anxiety in regard to the atmosphere in which college boys now live than there was a few years ago. The college tone is now by far manlier, cleaner, and more healthy. The hard drinkers and debauchees are no longer college heroes.

Rough physical exercises are necessary to manliness. It is becoming more and more evident that games and exercises that are rough, and that include even an element of danger, are good for young men.

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CHAPTER XXIV

COLLEGE LIFE

Education is the cheap defence of nations.—EDMUND BURKE.

THE college world is a distinct world, with some characteristics not to be found in the whole range of other life. It is unique, interesting, fascinating. There is a world of trade, of music, of art, of domesticity, of literature, of Bohemianism, of vice, the world of thugs and thieves, and the world of the slums. There are many little worlds in this big one, each with its characteristics, employments, joys, and sorrows. None is more distinct, and none more interesting than the college world.

In this, is youth, with its freshness, strength, energy, hope, courage, illusions. The composition of a college is to most people of extreme interest, since we instinctively love youth and are fascinated by its doings, its thoughts, its possibilities. Nothing else can rival, in capacity to touch the heart, a multitude of young people

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gathered in a college, to study, to play, to enjoy and hope and strive.

College life is marked off from that of the common world by the fact that the students are for the time out of the ordinary relations to the home. The home is the general order, but the colleges are made up of people away from home. They are a colony in a town or city of homes, but they are away from home. Parents and relatives have been left behind. They have temporarily severed the common relationships of life. They are a small army of invaders, come with all their freshness and strength into a strange community. They have that wonderful and beautiful thing, youth, and they have on them neither the scars of war nor of life. They are enjoying illusions; they do not know what they themselves are, nor what they may be. They have not measured their strength against the world; they have not fought with beasts; and those to whom life is to be commonplace have not yet discovered that fact. All are young Alexanders, and the world awaits their conquests.

There are few places fuller of glorious dreams and vast hopes than the colleges. They are surrounded by boundless horizons, and the skies are roseate. They abound likewise with that

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overflow of energy that we call animal spirits. Where else can one hear such shoutings, see such robust playing, come across such abandon to the pleasure of the hour?

This college life is full of enthusiasms and heroisms. He is a traitor to his own institution who does not believe in the heroes who have gone forth from its walls, the judges and Congressmen, the Senators or perhaps President, the great writers, orators, who have been trained at that particular college. What do they care for the cold fact that other greater men have been graduated from other institutions, or have made their way to the front without any formal education? Their own men are their heroes, whose laurels in their eyes are greener, and whose genius is brighter than those of any other college in the land. If their particular institution is not one of the greatest, if its endowment is not the largest, or its students the most numerous, what do these facts matter to undergraduates? They measure their college by the heroes it has sent out; and they magnify and adore these loyally. They find in these great ones the prophecy of their own success; or they see at least that they have the same opportunities. They walk on the same pavements; they study within the same walls. Where Webster or Garfield

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or Harrison or Blaine, or dozens of other famous or high-placed men have studied, the students take as much pride in the fact as if their college had millions of endowment. This is one thing that adds interest to college life — its hero-worship, its faith in the greatness of certain graduates, and so faith in the possible careers of the present students. This enthusiasm keeps the atmosphere of the college warm, vital, and inspiring.

Then, too, the college has its present-day heroes. Each one has its students esteemed great, whose memories are prodigious, whose genius is unlimited! Stories begin to be told of them by the men in the lower classes; in the senior year they are already on a pinnacle; and at graduation they vanish in a blaze of glory. Each college has its prodigious athletes, its men of muscle and skill. These, like the great students, walk the campus among crowds of worshippers. The great kickers and batters and pitchers all have loyal followings, and it is akin to treason not to praise them above all similar heroes in other colleges. Oh, fortunate college to have this Hercules on its roll! There is probably less of envy and more genuine enthusiasm concerning the heroes of a college than concerning any other heroes. Shall we underrate our hero? Is he not ours? Are we not all sharers

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in his glory? This is the feeling of most of the students.

By the traditions of the institution, by the memories of its great graduates, by the worship of the heroes actually present, the spirits of the students are stirred, and their ambitions aroused. Hopeful, brave, enthusiastic characters are the result of this kind of life.

The college has a special fascination because it is a great training ground. What a gulf between the trained and the untrained! The college brings hundreds of minds to bear consecutively, attentively, laboriously, persistently on great subjects. Mind is disciplined, character, will, and body are trained to act obediently. These youths are being made ready to go forth into the world stronger, abler for tasks and endeavors of life. They are being made ready for work. They are learning to think. They immediately pass whole classes of men; they enter the ranks of the intellectually strong. The raw boy becomes a man, a student, a thinker, a worker. Like an athlete he can throw himself upon a labor and go through with it, for he has been trained to do so.

Intellectually, college life is of the greatest interest. Here are hundreds of minds temporarily abstracted from the ordinary and commonplace

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and brought into contact with the great principles of science, mathematics, language, and history. Their brains instead of being filled with the accidental impressions of the little world about them, or left to occurring thoughts, receive the mighty dreams of a buried world through the majestic languages of the Greeks and Romans. They listen to the strains of the greatest poets. They receive the chief facts of ancient life through the words of the greatest historians. They see looming up before them the great cities and nations of the past. They see pass in procession the heroes of the world. They learn what men have been and have done. They go down among the roots of language, and learn thus more of the tongue they themselves speak than they could otherwise do. They become familiar with the thoughts of the great and good of the past. They learn through science something of the constitution of the world and its laws. They learn how to learn. Even where little actual knowledge is retained, vistas are at least opened up, and hardly any student goes away without having had some vision of the great past and the mighty present. They gain enlargement of mind. The world and the universe have grown before their intelligence. The vastness of things to be learned is perceived.

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The contact of the youth with many other youths has a great developing effect. The shy learn to be at ease in crowds. The spoiled and overbearing learn to moderate their self-assertion. The leaders develop their powers of leadership. In the rough-and-tumble of college life, its games and social contact, the rough diamonds are polished. The weak gain strength, and the strong acquire consideration and courtesy. There are few if any better training-schools for character than the college. If there is anything in the youth, college will either bring it out or begin the process of such development. The raw, crude boy gets a thousand things besides knowledge. The youth who comes up awkward, ungainly, with no idea of manners or of dress or of address, imperceptibly, unconsciously, in the course of his terms absorbs from the more cultivated a good bearing, some knowledge of dress and manners. He must be very dull indeed and hopelessly incurable, if at the end of his four years he is recognizable as the same person in these respects. He learns also to talk; he must be ready to answer the jibe and jest; he must defend himself. When he sits on the platform at graduation, he is a different man. He is developed, polished, has left behind forever his former crudities.

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The vices of college life are commonly much exaggerated. The vicious among the youths are already vicious when they arrive, or are viciously disposed. They are the men who would be vicious under any circumstances. The majority of students are a fairly clean and sound set of young men. Some of them are conspicuously so. The temptations of college life are only the temptations that are to be found anywhere, and the viciously disposed will find them anywhere. If there are temptations there are also strong restraining influences. There are the college laws, professorial oversight, the church, the influence of the stronger and manlier students, the routine of work, healthful and exhilarating games, and social pleasures and influences of the community.

The college towns ordinarily afford the students a good degree of social enjoyment among the people of the community. The students generally have ready access to the homes of the people. The society of ladies becomes one of the important pleasures and refining influences of their career as students. The families of the professors, with the characters and attainments of those savants, present a high local standard of culture, whose effect extends throughout the community. College towns, from the presence of the teachers

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and their households and the considerable number of persons usually found in such places who from force of neighborhood have taken part or all of the courses, commonly have a more intellectual tone than other communities. The students thus live in a place of more than ordinary culture. The whole society is to some degree impregnated with this influence. The town may be a very small and imperfect Athens, but still it is an Athens compared with collegeless villages.

College life affords these and many more advantages and interests, opens to all new opportunities and outlooks. Even to the most hard-working self-supporter it has many joys; and for him, as for all, it promises possibilities of increased power and usefulness.

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CHAPTER XXV

BUREAU FOR STUDENT AID, CARNEGIE TECHNICAL SCHOOLS

Of the twenty-six men who have filled the office of President of the United States, seventeen received a college education.

A REPORT from the Carnegie Technical Schools, where the needs by the self-supporting student have been the particular concern of the authorities, describes conditions in the following account:

"The problem of securing employment for students is a very real one, and one which is of increasing importance in most of the large colleges of the country. In providing its faculty, the institution is caring for the instructional side only; but while this is its fundamental purpose, it has also to meet another vital problem — helping its students to support themselves during their educational period.

"Through a Bureau for Student Aid, organized and maintained by the officers of the schools, every effort is accordingly made to help the student of limited means who enters the Carnegie Technical Schools. These schools were created primarily to

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serve the masses — that large body of youth of the coming generation who have sufficient means to begin their education, but who have not the means of pursuing their courses of study without some pecuniary assistance — whose main asset is their determination to become educated men. In thus assisting young men to maintain themselves, the institution assumes the rightful relation of Alma Mater.

"Pittsburgh, world-famous as a centre of industrial activity, presents exceptional opportunities in the way of employment. This fact alone naturally attracts a great number of young men, and at the same time brings the necessity of some organization to place the opportunity for self-support before the students.

"Some three years ago a Bureau for Student Aid was organized, and the service rendered has been conspicuous from the first and increasingly effective from year to year. The issuing of application blanks solved the problem of supply in short order, but to create a demand for student help in the community was more difficult. By correspondence, by personal calls on employers of labor in this district, with some newspaper publicity, and with the aid of our school weekly publication, the existence of the Bureau gradually became known, and opportunities for work followed.

"The function of such a Bureau as had been organized must be to secure suitable employment for the applicant — in other words, to fit the right man into the right place. This could be done only as the scope of the work at this institution became better known, and the courses the young men were taking better understood. The work once started, however,

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gained momentum from year to year, and the prestige of the Bureau has been greatly strengthened by the high standard of scholarship which has been maintained by the institution.

"Fully half of the enrolment of the Carnegie Technical Schools is found in the night classes, where, speaking in very general terms, the students are able to come only on certain nights during the week. Thus the problem, though at once complicated, was at the same time made intensely interesting.

"Opportunities for employment are not limitless even in a city like Pittsburgh; and for this reason prospective students are urged not to enter unless they have funds sufficient to carry them through the first half of the school year. By the end of that time they will have become more familiar with the employment opportunities which Pittsburgh affords, and will not be obliged to hamper their work at the start by having to face the problem of self-support.

"Every effort is made by the Bureau to secure employment on Saturdays, and after school hours for students in the day school. These deserving young men work as part-time assistants in chemical laboratories, as helpers in machine shops and garages, as electrical testmen and part-time draughtsmen, as caretakers of lawns and gardens, as clerks and packers in the large department stores, as general helpers, messengers, ticket-takers, ushers — in fact, in any capacity in which they can earn money to pay their expenses.

"Among the students in the night schools an increasingly large number come each year from out of

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town, hoping to find employment during the day in the business and manufacturing districts of the city. Many of these young men have already learned a trade, or have had several years' training in an office, or have gained mill or shop experience before coming to Pittsburgh. With such cases, except in very hard times, the Bureau has found comparatively little difficulty. Employers are always ready to take on a man who has had a year or two of practical work, and who is, moreover, ambitious to better himself by hard study at night. It is, moreover, often possible to secure permanent work for a young man who is without experience of any sort, if he is ambitious and energetic. Indeed, upon the conscientious efforts of the students for whom it secures positions, upon their earnestness and close application to their duties, depends, in large measure, the success of the endeavors of those to whose charge this work has been intrusted.

"The schools maintain a department of health, requiring a physical examination of every entering student, the results of which are represented in his regular course of study by credit marks, a certain number of which he must obtain to graduate. This work is a very effective means of correcting the abuse of allowing students to attempt too much outside work.

"In applying for work the student is requested to give any practical experience he may have had or any employment for which he is especially fitted or may have a preference for. His teachers are then consulted as to his scholastic standing, his promptness, his accuracy, his energy, etc. He is also interviewed

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by the Bureau on his personality, his general bearing, his determination, adaptability, etc.

"In order to make our report of the student to the employer complete, the latter receives not only a printed card of introduction, presented by the student, but also a confidential report from the Bureau, of the strong and weak points of the applicant. The greatest care is used in determining the student's qualifications for a particular position; no student is recommended for any position unless he can demonstrate to our satisfaction his ability to fill the post. By this means the Bureau has been able to establish a reputation for reliability in its recommendations, which is its strongest asset. This is especially true of positions requiring considerable technical knowledge, whereas in minor posts, where the chief requirements are energy and reliability, students are sometimes recommended by us who are slightly below creditable standing, provided the cause of such deficiency is believed to be only temporary. This is a departure from the practice at other institutions; but after studying carefully each individual case, we believe we are justified by the results.

"In conclusion, the following brief statement of the work of the Bureau for the year 1910-11 may be of interest:

Number of Applications Received	351
Positions Offered and Solicited	325
Students Placed in Positions	301

Divided as follows:

Full-time employment (night students) . . .	119

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Part-time employment (day students) . . .	159
Graduate employment	23

"The earning power of the students, estimated on the basis of time for which the student is engaged either in temporary work by the day or the week or in permanent work by the year, may be summarized as follows:

Total wages secured for students in full-time positions	$83,808.00
Total wages secured for students for part-time work	$ 13,648.50
Total wages secured for graduates .	16,163.00
Grand Total	113,619.50"

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CHAPTER XXVI

FREE EDUCATION IN THE NATIONAL ACADEMIES AT WEST POINT, ANNAPOLIS, AND NEW LONDON

The young people who work their way through college, thereby showing that they care enough for an education to labor hard to attain it, are the ones who usually value what costs them more than money.

WHAT is said in this chapter does not, of course, have to do with self-support at college, but it concerns a large number of boys and young men who are desirous of education but are without money to pay necessary expenses. The subject of these National schools is treated here at length, for the reason that while it might be assumed that the terms and possibilities of education at the National academies might be familiar to American youths in general, such is not the fact. The average boy or young man actually knows little or nothing of these conditions. The extent of his information in general is that these academies exist, that Congressmen and Senators have

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the power of appointments, and that the entrance examinations are very difficult.

To make clear to any who are interested in regard to Annapolis, West Point, or the Revenue-Cutter Service School at New London, we reproduce a portion of the information provided by the Government concerning these schools:

REGULATIONS GOVERNING THE ADMISSION OF CANDIDATES INTO THE NAVAL ACADEMY AS MIDSHIPMEN

GENERAL REMARKS

1. There being no provision whatever for the payment of the travelling expenses of rejected candidates for admission, no candidate should fail to provide himself in advance with the means of returning home, in case of his rejection before either of the examining boards, as he may otherwise be put to considerable inconvenience.

2. It is suggested to all candidates for admission to the Naval Academy that, before leaving their places of residence for Annapolis, they should cause themselves to be *thoroughly examined by a competent physician,* particularly regarding eyesight, hearing, and heart trouble; and by a teacher or instructor in good standing. A defect, such as varicocele, which is ordinarily removable by operation, should be remedied prior to appearing at the Naval Academy for physical examination. By such an examination, any serious

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physical disqualification, or deficiency in mental preparation, would be revealed, and the candidate probably spared the expense and trouble of a useless journey, and the mortification of rejection. It should be understood that the informal examination herein recommended is solely for the convenience and benefit of the candidate himself, and can in no manner affect the decision of the Examining Boards at Annapolis.

3. A sound body and constitution, suitable preparation, good natural capacity, an aptitude for study, industrious habits, perseverance, an obedient and orderly disposition, and a correct moral deportment are such essential qualifications that candidates knowingly deficient in any of these respects should not, as many do, subject themselves and their friends to the chances of future mortification and disappointment by accepting appointments at the Naval Academy and entering on a career which they can not successfully pursue.

4. The selection of candidates, by competitive examination or otherwise, for nomination from any congressional district, is entirely in the hands of the Member of Congress entitled to the appointment, and all applications for appointment or inquiries relative to competitive examinations should be addressed to the Congressman representing the congressional district in which the vacancy exists.

. . . . . .

NOMINATION

6. The students of the Naval Academy are styled midshipmen.

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7. Two midshipmen are allowed for each Senator, Representative, and Delegate in Congress, two for the District of Columbia, and five each year from the United States at large. The appointments from the District of Columbia and five each year at large are made by the President.

8. One midshipman is allowed from Porto Rico, who must be a native of that island. The appointment is made by the President, on the recommendation of the Governor of Porto Rico.

9. After June thirtieth, nineteen hundred and thirteen, each Senator, Representative, and Delegate in Congress will be allowed to appoint but one midshipman instead of two.

10. The course for midshipmen is six years — four years at the Academy, when the succeeding appointment is made, and two years at sea, at the expiration of which time the examination for final graduation takes place.

11. Midshipmen who pass the examination for final graduation are appointed to fill vacancies in the lower grade of the Line of the Navy; and occasionally to fill vacancies in the Marine Corps and in certain of the staff corps of the Navy.

12. "Hereafter the Secretary of the Navy shall, as soon as possible after the first day of June of each year preceding the graduation of midshipmen in the succeeding year, notify in writing each Senator, Representative, and Delegate in Congress of any vacancy that will exist at the Naval Academy because of such graduation, or that may occur for other reasons, and which he shall be entitled to fill by

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nomination of a *candidate* and *one* or *more alternates therefor.* The nomination of a candidate and alternate or alternates to fill said vacancy shall be made upon the recommendation of the Senator, Representative, or Delegate, if said recommendation is made by the fourth day of March of the year following that in which said notice in writing is given; but if it is not made by that time the Secretary of the Navy shall fill the vacancy by appointment of an actual resident of the State, congressional district, or Territory, as the case may be, in which the vacancy will exist, who shall have been for at least two years immediately preceding the date of his appointment an actual and *bona fide* resident of the State, congressional district, or Territory in which the vacancy will exist and of the legal qualification under the law as now provided. In cases where by reason of a vacancy in the membership of the Senate or House of Representatives, or by the death or declination of a candidate for admission to the Academy, there occurs or is about to occur at the Academy a vacancy for any State, district, or Territory that can not be filled by nomination as herein provided, the same may be filled as soon thereafter and before the final entrance examination for the year as the Secretary of the Navy may determine."—(*Act approved June 29,* 1906.)

13. Candidates allowed for congressional districts, for Territories, and for the District of Columbia must be actual residents of the districts or Territories, respectively, from which they are nominated.

14. All candidates must, *at the time of their examination for admission,* be between the ages of

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sixteen and twenty years. A candidate is eligible for appointment on the day he becomes sixteen and is *ineligible on the day he becomes twenty years of age.*

EXAMINATION

15. *"All candidates for admission into the Academy shall be examined according to such regulations and at such stated times as the Secretary of the Navy may prescribe. Candidates rejected at such examination shall not have the privilege of another examination for admission to the same class unless recommended by the Board of Examiners."*—(*Rev. Stat.*, § 1515.)

16. When any candidate who has been nominated upon the recommendation of a Senator, Member, or Delegate of the House of Representatives is found, upon examination, to be physically or mentally disqualified for admission, the Senator, Member, or Delegate shall be notified to recommend another candidate, who shall be examined according to the provisions of the preceding section.

17. Beginning with the year nineteen hundred and four, but two examinations for admission of midshipmen to the Academy will be held each year, as follows: (*a*) The first examination to be held on *the third Tuesday in April,* under the supervision of the Civil Service Commission, at points named in the accompanying list. All those qualifying mentally who are entitled to appointment in order of nomination will be notified by the superintendent of the Naval Academy when to report at the Academy for physical examination, and if physically qualified will be appointed.

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ALABAMA—
Birmingham.
Mobile. C. H.
Montgomery.
ARIZONA—
Douglas. C. H.
Phoenix.
Prescott.
Tucson.
ARKANSAS—
Fayetteville.
Fort Smith.
Helena.
Jonesboro.
Little Rock.
Texarkana.
CALIFORNIA—
Eureka.
Fresno.
Los Angeles.
Marysville.
Red Bluff.
Sacramento.
San Bernardino.
San Diego.
San Jose.
San Francisco.
San Luis Obispo.
COLORADO—
Denver.
Durango.
Fort Collins.
Grand Junction.
Leadville.
Montrose.
Pueblo.
Trinidad.
CONNECTICUT—
Hartford. C. H.
Middletown.
New Haven.
DELAWARE—
Wilmington.
DISTRICT OF COLUMBIA—
Washington.
FLORIDA—
Gainesville.
Jacksonville.
Key West.
Miami.
Pensacola.
Tampa.
GEORGIA—
Athens.
Atlanta.
Augusta.
Macon.
Savannah.
Thomasville.
HAWAII—
Honolulu. C. H.
IDAHO—
Boise.
Moscow.

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IDAHO, cont'd
Pocatello.
ILLINOIS—
Cairo.
Champaign.
Chicago.
East St. Louis.
Freeport.
Peoria.
Quincy.
Springfield.
INDIANA—
Bloomington.
Elkhart.
Evansville.
Fort Wayne.
Indianapolis.
Lafayette.
New Albany.
Richmond.
Terre Haute.
Valparaiso.
IOWA—
Ames.
Burlington.
Council Bluffs.
Davenport.
Des Moines.
Dubuque.
Fort Dodge.
Iowa City.
Mason City.
Sioux City.
Waterloo.
KANSAS—
Concordia.
Emporia.
Fort Scott.
Kansas City.
Lawrence.
Manhattan.
Salina.
Topeka.
Wichita.
KENTUCKY—
Ashland.
Bowling Green.
Covington.
Lexington.
Louisville.
Owensboro.
Paducah.
LOUISIANA—
Alexandria.
Baton Rouge.
Lake Charles.
Monroe.
New Orleans. C. H.
Shreveport.
MAINE—
Bangor.
Bath.
Calais. C. H.
Houlton.

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MAINE, cont'd
Lewiston.
Portland.
MARYLAND—
Baltimore.
Cumberland.
Salisbury.
MASSACHUSETTS—
Boston.
Fall River.
Fitchburg.
Lawrence.
Lowell.
Pittsfield.
Springfield.
Worcester.
MICHIGAN—
Ann Arbor.
Detroit.
Grand Rapids.
Manistee.
Marquette.
Saginaw.
Sault Ste. Marie. C. H.
Traverse City.
MINNESOTA—
Crookston.
Duluth.
Fergus Falls.
Mankato.
St. Paul.
MISSISSIPPI—
Greenville.
Meridian.
Vicksburg.
MISSOURI—
Columbia.
Jefferson City.
Kansas City.
Kirksville.
Poplar Bluff.
Springfield.
St. Joseph.
St. Louis. Old C. H.
MONTANA—
Billings.
Bozeman.
Butte.
Great Falls.
Helena.
Kalispell.
Miles City.
Missoula.
NEBRASKA—
Grand Island.
Lincoln.
Norfolk.
North Platte.
Omaha.
NEVADA—
Carson City.
Reno.

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NEW HAMPSHIRE—
Concord.
Hanover.
Keene.
Manchester.
Portsmouth.

NEW JERSEY—
Newark.
Trenton.

NEW MEXICO—
Albuquerque.
Las Vegas.
Roswell.
Santa Fe.

NEW YORK—
Binghamton.
Buffalo.
Elmira.
Ithaca.
Jamestown.
New York. C. H.
Ogdensburg. C. H.
Plattsburg. C. H.
Poughkeepsie.
Rochester.
Syracuse.
Troy.
Utica.

NORTH CAROLINA—
Asheville.
Charlotte.
Durham.
Goldsboro.
Greensboro.
Raleigh.
Wilmington.

NORTH DAKOTA—
Bismarck.
Fargo.
Grand Forks.
Minot.
Pembina. C. H.

OHIO—
Canton.
Chillicothe.
Cincinnati.
Cleveland. C. H.
Columbus.
Dayton.
Ironton.
Lima.
Mansfield.
Marietta.
Steubenville.
Toledo.
Youngstown.
Zanesville.

OKLAHOMA—
Ardmore.
Enid.
Guthrie.
McAlester.
Muskogee.
Oklahoma.

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OREGON—
Astoria. C. H.
Baker City.
Eugene.
Grants Pass.
Pendleton.
Portland.

PENNSYLVANIA—
Altoona.
Harrisburg.
Philadelphia.
Pittsburgh.
South Bethlehem.
Warren.
Wilkes-Barre.
Williamsport.

PORTO RICO—
San Juan.

RHODE ISLAND—
Providence.

SOUTH CAROLINA—
Charleston.
Columbia.
Greenville.

SOUTH DAKOTA—
Aberdeen.
Deadwood.
Pierre.
Sioux Falls.
Watertown.

TENNESSEE—
Bristol.
Chattanooga.
Knoxville.
Memphis.
Nashville.

TEXAS—
Amarillo.
Austin.
Brownsville. C. H.
Dallas.
El Paso. C. H.
Houston.
San Antonio.
Waco.

UTAH—
Logan.
Provo.
Salt Lake City.

VERMONT—
Burlington. C. H.
Montpelier.
Rutland.
St. Johnsbury.

VIRGINIA—
Alexandria.
Charlottesville.
Lynchburg.
Norfolk.
Richmond.
Roanoke.
Staunton.

WASHINGTON—
Bellingham.

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WASHINGTON, cont'd
North Yakima.
Port Townsend. c. h.
Pullman.
Seattle.
Spokane.
Tacoma.
Vancouver.
Walla Walla.

WEST VIRGINIA—
Charleston.
Fairmont.
Huntington.
Martinsburg.
Parkersburg.
Wheeling.

WISCONSIN—
Appleton.
Ashland.
Chippewa Falls.
La Crosse.
Madison.
Marinette.
Milwaukee.
Wausau.

WYOMING—
Cheyenne.
Laramie.
Rock Springs.
Sheridan.

Candidates nominated for the April examination may be examined at Washington, D. C., if so desired, or at any of the places in any State named in the accompanying list.

Senators and Representatives are requested, when designating their nominees, to give the place at which it is desired they should be examined if nominated for the April examination.

(*b*) The second and last examination will be held at Annapolis, Md., *only*, on the third Tuesday in June, under the supervision of the Superintendent of the Naval Academy. Candidates are examined mentally at this examination, and all those entitled to appointment, in order of nomination, will be directed

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by the Superintendent to report for physical examination, as soon thereafter as practicable, at the Naval Academy.[1]

18. Alternates are given the privilege of reporting for mental examination at the same time with the principal.

19. No examination will be held later than the third Tuesday in June. The large number of midshipmen to be instructed and drilled makes this rule necessary, and it is to the great advantage of the new midshipmen themselves. The summer months are utilized in preliminary instruction in professional branches and drills, such as handling boats under oars and sails, and in seamanship, gunnery, and infantry drills. These practical exercises form most excellent groundwork as a preparation for the academic course.

20. The examination papers used in all examinations are prepared at the Naval Academy and the examinations of candidates are finally passed upon by the Academic Board. No candidate shall be admitted unless, in the opinion of the Academic Board, he shows the requisite mental qualifications.

21. Under the law, candidates failing to pass the entrance examinations can not be allowed another examination for admission to the same class unless recommended for reëxamination by the Board of Examiners (*i. e.*, Academic Board).

22. Candidates who have successfully passed the entrance examination in a previous year shall not be

[1] After the June examination, 1911, both the April and June mental examinations will be conducted under the supervision of the Civil Service Commission.

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required to take another mental examination for admission, in the event of reappointment.

23. The Civil Service Commission merely conducts the examination of candidates whose names have been furnished by the Navy Department. All correspondence relative to the nomination and examination of candidates should be addressed to the Bureau of Navigation, Navy Department, Washington, D. C.

24. Candidates will be required to enter the Academy *immediately after passing the prescribed mental and physical examinations.*

25. *No leave of absence will be granted to midshipmen of the fourth class.*

26. Candidates will be examined physically at the Naval Academy by a board composed of three medical officers of the Navy, whose decision will be final.

27. *Physical* examinations shall habitually be held at the following times:

(*a*) For candidates mentally examined in April or in a previous year, beginning at the latest practicable date to insure completion by the third Tuesday in June.

(*b*) For candidates mentally examined in June, as soon as practicable after the completion of the mental examination.

PHYSICAL REQUIREMENTS

28. Candidates are required to be of good moral character, physically sound, well formed, and of robust constitution.

29. Any one of the following conditions will be sufficient to cause the rejection of a candidate, *viz.*:

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(*a*) Feeble constitution, inherited or acquired.

(*b*) Retarded development.

(*c*) Impaired general health.

(*d*) Decided cachexia, diathesis, or predisposition.

(*e*) Any disease, deformity, or result of injury that would impair efficiency; such as —

(*ea*) Weak or disordered intellect.

(*eb*) Cutaneous or communicable disease.

(*ec*) Unnatural curvature of the spine, torticollis, or other deformity.

(*ed*) Inefficiency of either of the extremities or large articulations from any cause.

(*ef*) Epilepsy or other convulsions within five years.

(*f*) Impaired vision, disease of the organs of vision, imperfect color sense; *visual acuteness must be normal, i. e., 20/20 for each eye without the aid of glasses.*

(*g*) Impaired hearing or disease of either ear. The organs of hearing, both the conductive apparatus (outer and middle ear) and the percipient apparatus (internal ear), must be free from disease. In testing the hearing of the candidate, the voice, the ticking of a watch, and, if practicable, Politzer's acoumeter shall be employed.

The voice is a more reliable method of determining the acuteness of hearing than the ticking of an ordinary watch, as it allows for variations in hearing, with the modifications produced by changes in pitch and tone. Hearing in each ear must be normally acute to the spoken and whispered voice. In examining the acuteness of the hearing with the voice, one

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ear of the candidate should be closed while the other ear is being examined, and his eyes should be covered to prevent lip reading. The ticking of an ordinary watch should be heard a distance of 40 inches.

(*h*) Chronic nasal catarrh, ozæna, polypi, or great enlargement of the tonsils.

(*i*) Impediment of speech to such an extent as to impair efficiency in the performance of duty.

(*k*) Disease of heart or lungs or decided indications of liability to cardiac or pulmonary affections.

(*l*) Hernia, complete or incomplete, and undescended testis.

(*m*) Varicocele, sarcocele, hydrocele, stricture, fistula, hemorrhoids, or varicose veins of lower limbs.

(*n*) Disease of the genito-urinary organs.

(*o*) Chronic ulcers, ingrowing nails, large bunions, cross or hammer toes, or other deformity of the feet.

(*p*) Loss of many teeth, or teeth generally unsound. There shall be at least eight opposing molars, two on each side in each jaw.

30. Attention will also be paid to the stature of the candidate, and no one *manifestly* under size for his age will be received at the Academy. The height of candidates for admission shall not be less than 5 feet 2 inches between the ages of 16 and 18 years, and not less than 5 feet 4 inches between the ages of 18 and 20 years; and the minimum weight at 16 years of age shall be 105 pounds, with an increase of not less than 5 pounds for each additional year, or fraction of a year over one-half. Any *marked* deviation in the height and weight relative to the

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age of a candidate will add materially to the consideration for rejection.

31. Candidates must be unmarried, and any midshipman who shall marry, or who shall be found to be married, before his final graduation, shall be dismissed the service.

MENTAL REQUIREMENTS

32. Candidates will be examined mentally in punctuation, spelling, arithmetic, geography, English grammar, United States history, world's history, algebra through quadratic equations, and plane geometry (five books of Chauvenet's Geometry, or an equivalent). Deficiency in any one of these subjects may be sufficient to insure the rejection of the candidate.

GENERAL CHARACTER OF THE MENTAL EXAMINATION

33. READING AND WRITING.— Candidates must be able to read understandingly, and with proper accent and emphasis, and to write legibly, neatly, and rapidly.

34. SPELLING.— They must be able to write, from dictation, a list of not more than one hundred selected words, or paragraphs from standard pieces of English literature, both prose and poetry, sufficient in number to test fully their qualifications in this branch. The spelling throughout the examination will be considered in marking the papers. The Academic Board are instructed not to reject a candidate whose only deficiency is in spelling when the mark therefor is

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above a certain figure, to be fixed by the board, subject to the revision of the Department.

35. PUNCTUATION AND CAPITALS.— They must be familiar with the rules for punctuation and for the use of capitals. In order to test their knowledge, sentences may be given for correction. Punctuation and the use of capitals throughout the examination will be considered in marking paper.

36. GRAMMAR.— Candidates must exhibit thorough familiarity with English grammar; they must be able to analyze and parse any sentence given, showing clearly the relations between the different parts of speech, and giving the rules governing those relations. The subject and predicate in the sentence must be given, with modifiers (if any), and also the part of speech, and kind, case, voice, mood, tense, number, person, degree of comparison, etc., as the case may be, of each word, and its relation to other words in the sentence.

They must be able to define the terms used in grammar, a number of which may be given as a test of their knowledge.

Sentences containing grammatical mistakes may be given for correction.

A composition on one of three subjects will be required.

Since the school grammars used in different parts of the country vary among themselves in their treatment of certain words, an answer approved by any grammar of good repute will be accepted.

37. GEOGRAPHY.— Candidates will be required to pass a satisfactory examination in descriptive geography,

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particularly of our own country. Questions will be given under the following heads: The definitions of latitude and longitude (including problems with regard to differences of time between places); the zones; the grand divisions of land and water; the character of coast lines; the climate of different parts of the United States; trade winds; the direction and position of important mountain chains and the locality of the higher peaks; the position and course of the principal rivers, their tributaries, and the bodies of water into which they flow; the position of important seas, bays, gulfs, and arms of the sea; the position of independent States, their boundaries and capital cities; the position and direction of great peninsulas and the situation of important and prominent capes, straits, sounds, channels, and the most important canals; great lakes and inland seas; position and political connection of important islands and colonial possessions; location of cities of historical, political, or commercial importance, attention being especially called to the rivers and bodies of water on which cities are situated; the course of a vessel in making a voyage between well-known ports.

The candidate's knowledge of the geography of the United States can not be too full or specific on all the points referred to above. Accurate knowledge will also be required of the position of the country with reference to other States, and with reference to latitude and longitude, of the boundaries and relative position of the States and Territories, of the name and position of their capitals, and of other important cities and towns.

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38. United States History.— The examination in this branch will include questions concerning the early settlements in this country; the forms of government in the colonies; the causes, leading events, and results of wars; and prominent events in the history of our Government since its foundation.

39. World's History.—Candidates must be familiar with the general history of the world, including the rise and the fall of empires and of dynasties; changes in territory as the result of wars or from other causes; the most important treaties of peace; the relations between church and state in different countries; in brief, such information as may be found in the ordinary general histories.

40. Arithmetic.— The candidate will be required —

To express in figures any whole, decimal, or mixed number; to write in words any given number; to perform with facility and accuracy the various operations of addition, subtraction, multiplication, and division of whole numbers, whether abstract or compound, and to use with facility the tables of money, weights, and measures in common use, including English money.

To reduce compound numbers from one denomination to another, and to express them as decimals or fractions of a higher or lower denomination; to state the number of cubic inches in a gallon and the relation between the troy and avoirdupois pounds, and to reduce differences of time to differences of longitude and *vice versa*.

To define prime and composite numbers; to give the tests of divisibility by 3, 5, 9, 11, 25, and 125;

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to resolve numbers into their prime factors, and to find the least common multiple and the greatest common divisor of large as well as of small numbers.

To be familiar with all the processes of common and decimal fractions; to give clearly the reasons for such processes, and to be able to use the contracted methods of multiplication and division given in the ordinary text-books on arithmetic.

To define ratio and proportion, and to solve problems in simple and compound proportion.

To solve problems involving the measurement of rectangular surfaces and of solids; to find the square roots and the cube roots of numbers, and to solve simple problems under percentage, interest, and discount.

The candidates are required to possess such a thorough understanding of all the fundamental operations of arithmetic as will enable them to apply the various principles to the solution of any complex problem that can be solved by the methods of arithmetic; in other words, they must possess such a complete knowledge of arithmetic as will enable them to proceed at once to the higher branches of mathematics without further study of arithmetic.

41. ALGEBRA.—The examination in algebra will include questions and problems upon the fundamental rules, factoring, greatest common divisor, least common multiple, algebraic fractions, equations of the first degree with one or more unknown quantities, simplification of expressions involving surds, and the solution and theory of quadratic equations.

42. GEOMETRY.—In geometry candidates will be

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required to give accurate definitions of terms used in plane geometry, to demonstrate any proposition of plane geometry as given in the ordinary text-books, and to solve simple geometrical problems, either by a construction or by an application of algebra.

43. The entrance examination used in June, 1908, for the purpose of determining the mental qualifications of candidates for admission is quoted below in full.

SAMPLE ENTRANCE EXAMINATION

(June, 1908.)

DICTATION EXERCISE IN SPELLING.

The examiner will pronounce distinctly each word, repeating the word if necessary.

Fifteen minutes are allowed for this subject.

1. president.
2. respectfully.
3. literature.
4. submitted.
5. forty.
6. leave.
7. absence.
8. collision.
9. accident.
10. occurred.
11. campaign.
12. assemble.
13. delayed.
14. injuries.
15. hospital.
16. recover.
17. investigate.
18. medical.
19. operation.
20. severely.
21. athletics.
22. mathematics
23. navigation.
24. physics.
25. chemistry.
26. commandant.
27. necessity.
28. financial.
29. government.
30. occasion.

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31. concerned.
32. carrying.
33. cruise.
34. target.
35. firing.
36. trophy.
37. quarantine.
38. protection.
39. expansion
40. cotton.
41. numerous.
42. engines.
43. prejudice.
44. stratagem.
45. spherical.
46. inevitable.
47. normal.
48. proceed.
49. immediately.
50. arrival.
51. conceal.
52. boundary.
53. military.
54. college.
55. acknowledge.
56. receipt.
57. communication.
58. channel.
59. legitimate.
60. transaction.
61. practically.
62. redeemed.
63. acceptable.
64. scheme.
65. disaster.
66. temporary.
67. remedies.
68. intelligent.
69. welcome.
70. undesirable.
71. permanent.
72. peril.
73. furnace.
74. revision.
75. written.
76. mental.
77. senior.
78. lieutenant.
79. ensign.
80. foreign.
81. scientific.
82. simplicity.
83. library.
84. equally.
85. helpful.
86. purchase.
87. antagonist.
88. disease.
89. appear.
90. position.
91. vacancy.
92. eligible.
93. fraternal.
94. relations.

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95. impartial.
96. agreement.
97. squadron.
98. battle.
99. discipline.
100. skirmish.

GRAMMAR

(Time allowed: 1 hour, 45 minutes)

I.

Correct, if necessary, in whatever way seems desirable, the following sentences:

1. Whom none but Heaven and you and I shall hear.

2. Sense, and not riches, win esteem.

3. Praise from a friend or censure from a foe
Are lost on hearers that our merits know.

4. Let me awake the king — he who lies there drenched with sleep.

5. He comes, nor want nor cold his course delay.

6. Where nothing save the waves and I
Shall hear our mutual murmurs creep.

7. My robe and mine integrity to heaven
Is all I dare now call my own.

8. The doctor, in his lecture, said that fever always produced thirst.

II

1. Sailing up the river, the whole town may be seen.

2. Verse and prose run into one another like light and shade.

3. We sorrow not as them that have no hope.

4. Now therefore come thou, let us make a covenant, I and thou.

5. He is not only accused of theft but of murder.

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6. This man with his twelve children were notorious robbers.

7. Nothing but grave and serious studies delight him.

8. I am a plain blunt man that love my friend.

III

In the following sentences point out the subject, the predicate, and their modifiers, and parse the italicized words:

1. What art *thou,* speak, that *on* designs *unknown,*
   While others sleep, thus *range* the camp alone?
2. *Motionless* as a cloud the old *man* stood,
   That moveth altogether, *if it* move at all.

IV

Which of the bracketed words is right?

1. It can not be [me] [I] you mean.
2. [Who] [whom] do you think will be elected?
3. [Who] [whom] should I meet but my old friend?
4. The man [who] [whom] you thought was a guide turns out to be a scoundrel.
5. Velvet feels [smooth] [smoothly].
6. She looked [sweet] [sweetly] in a white gown.
7. The man feels [warm] [warmly].
8. Larks sing [sweet] [sweetly].
9. He is a man [who] [whom] I know is honest.
10. [Who] [whom] am I supposed to be?

V

Give the principal parts of the following verbs:

1. Bid (to order). 2. Bid (at auction). 3. Flee. 4. Fly. 5. Burst. 6. Plead. 7. Rise (intransitive). 8. Raise (transitive). 9. Sit. 10. Slay.

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GEOGRAPHY

(Time allowed, 1 hour)

I

(*a*) Name and fix the position of seven large cities, three important rivers, and the largest State, of South America.

(*b*) Name and fix the position of seven large cities, three important rivers, and the largest State, of Europe.

(*c*) Name two countries lately admitted into the family of nations as sovereign States.

(*d*) 1. What States are separated by the Mississippi River? 2. In what does South America excel all other countries?

II

(*a*) 1. Name the largest three cities of Canada. 2. What is the largest body of fresh water in the world? 3. Name and fix the positions of the largest five islands. 4. What is the most important engineering work now in progress?

(*b*) Name the islands of the West Indies and their capitals. To what countries do they belong?

(*c*) Tell about the Gulf Stream.

(*d*) What are the tides? By what produced? Why are they not always of the same height?

III

(*a*) State some of the uses of mountains.

(*b*) On what water is each of the following: 1. Duluth. 2. Gibraltar. 3. Glasgow. 4. Montevideo. 5. Rome. 6. Callao. 7. Albany. 8. Havana.

(*c*) What separates Mexico from the United States?

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Spain from France? New Hampshire from Vermont? Arizona from California?

(*d*) Bound (1) Colorado, (2) Ecuador. Give the capital of each.

IV

(*a*) What countries border on the Adriatic? The Baltic?

(*b*) Fix the position of the following: 1. Grampian Hills. 2. Pyrenees Mountains. 3. Green Mountains. 4. Tagus River.

(*c*) Fix the position of the following and tell to what countries they belong: 1. Balearic Islands. 2. Sardinia. 3. Isle of Man. 4. Society Islands.

(*d*) Where is marble obtained? What strait connects the Arctic and Pacific oceans?

UNITED STATES HISTORY

(Time allowed, 1 hour)

I

(*a*) Name the first ten Presidents of the United States.

(*b*) Give the approximate dates of the founding and fix the positions of — 1. Harvard. 2. William and Mary. 3. Yale. 4. West Point. 5. United States Naval Academy.

(*c*) Give the date of La Fayette's return visit to America, and an account of the honors and rewards given him.

(*d*) Give the dates of the following: 1. Landing of the Pilgrims. 2. Founding of the first newspaper in America. 3. Battle of Bunker Hill. 4. Death of

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Washington. 5. Burning of the Capitol at Washington.

II

(*a*) Outline briefly the condition of the colonies in 1763 in regard to population, nationality, and form of government. How was the right to vote governed?

(*b*) Tell about the Alabama claims.

(*c*) Give briefly the causes of the American Revolution, period of time covered, and terms of treaty that ended the war.

(*d*) When and where was: 1. The first permanent settlement made by the English in America? 2. The first representative assembly ever convened in America?

III

(*a*) Write briefly about: 1. Washington Irving. 2. S. F. B. Morse. 3. George Bancroft. 4. Decatur.

(*b*) Tell about Lewis and Clark's Expedition.

(*c*) What is the present status of Cuba? Porto Rico?

(*d*) Tell about the first transcontinental railroad.

IV

(*a*) Give the date and place of the battles between the *Monitor* and the *Merrimac*.

(*b*) Give a brief account of the Trent affair.

(*c*) Who were: 1. Fenimore Cooper. 2. Israel Putnam. 3. Henry Clay. 4. Ericsson.

(*d*) Give the number (approximate) of Representatives in Congress; number of Senators. What is the present ratio (approximate) of representation?

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WORLD'S HISTORY

(Time allowed, 2 hours)

I

(*a*) What were the date, causes, and results of the Crimean War? Countries engaged?

(*b*) Give the date and the provisions of the Treaty of Westphalia.

(*c*) Discuss the importance of the date 1066.

II

(*a*) What period of time was covered by the reign of the Ptolemies? Where? Who was the last? Tell about the Battle of Arbela. Why was it one of the decisive battles of history?

(*b*) 1. What was the fundamental difference between the Greek colonization and the Roman? 2. Who were the first people to practise worship and belief in but one God?

(*c*) Explain briefly the following references: 1. Home Rule. 2. The Hegira. 3. The Inquisition. 4. The Reign of Terror.

III

(*a*) Name and write briefly about one American author of note; one English; one French; one Italian. Give the period in which each lived, and mention at least one characteristic work.

(*b*) Write briefly about: 1. The Huguenots. 2. The Sepoy Mutiny.

(*c*) Tell about the voyage of Magellan.

IV

(*a*) 1. Give approximately the period of time covered by "The Dark Ages." Why was this period so

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called? 2. In what countries did the following-named royal houses reign: (*a*) Plantagenet; (*b*) Valois; (*c*) Hapsburg; (*d*) Stuart?

(*b*) What influence did the Greek games exert on the social, religious, and literary life?

(*c*) Tell about the voyage of Henry Hudson.

V

Tell when and where each of the following-named persons lived, and what he is famous for: 1. Leonidas. 2. Xerxes. 3. Thackeray. 4. Bismarck. 5. Euclid. 6. Saladin. 7. Richelieu. 8. Byron. 9. Poe. 10. Newton.

ARITHMETIC

(Time allowed, 3 hours)

I

(*a*) Divide 4.3046721 by .0729, and multiply 1.29608 by 3.125.

(*b*) Reduce $\frac{4}{8}\frac{4}{1}\frac{8}{2}\frac{2}{5}$ to a decimal, and .390625 to a proper fraction in its lowest terms.

(*c*) Add $4\frac{8}{1}\frac{7}{2}\frac{}{5}\frac{}{0}$ to $19\frac{7}{1}\frac{}{2}\frac{}{8}$, after reducing each to decimal form.

II

(*a*) Simplify $\frac{4\frac{1}{2}+5\frac{1}{3}+6\frac{1}{4}}{7\frac{1}{5}+8\frac{1}{6}+9\frac{1}{7}} \times \frac{9\frac{1}{2}+10\frac{3}{2}\frac{}{1}+11\frac{1}{4}\frac{}{4}}{1\frac{1}{4}+2\frac{1}{1}\frac{}{0}+3\frac{1}{1}\frac{}{2}}$.

(*b*) Divide $\frac{3\frac{1}{1}\frac{}{5}-4\frac{3}{2}\frac{}{0}+2\frac{1}{1}\frac{}{2}}{3\frac{1}{2}\frac{}{5}-2\frac{1}{1}\frac{}{0}}$ by $\frac{\frac{2}{3}+\frac{3}{8}-\frac{5}{4}\frac{}{8}}{3\frac{3}{1}\frac{}{5}}$.

III

(*a*) Find the value of $\frac{4-\sqrt{6}}{4+\sqrt{6}}$ to six decimal places.

(*b*) Find, to three decimal places, the dimensions of a cube which will hold a gallon of 231 cu. in.

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IV

(*a*) If 576 cu. in. of gold weigh 405 lb. (Troy), and one grain can be beaten into a sheet of 56 sq. in., what will be the thickness of a book of 2,268 such sheets?

(*b*) A sells an article to B at 25% profit; B sells to C at 20% profit; and C to D at 28% profit, and receives $48. What was the original cost?

V

(*a*) A sum of money at simple interest amounted to $2,172.80 in 2 yr. 7 mo. 18 days, and to $2,303.20 in 3 yr. 11 mo. 27 days. Find principal loaned and rate of interest.

(*b*) With discharge pipe stopped, a bath tub can be filled by one faucet in $11\frac{1}{4}$ min. or by the other faucet in 9 min. With discharge pipe open, both faucets run for 5 min.; then the discharge pipe is closed, and it requires $3\frac{3}{4}$ min. more to fill the tub. How long does it take the discharge pipe to empty a full tub?

VI

(*a*) Two freight trains 240 yds. and 200 yds. long, respectively, take 25 seconds to pass each other when running in opposite directions, and $3\frac{3}{4}$ minutes when running in the same direction. What are the speeds in miles per hour?

(*b*) A and B unite their farms of 3,000 and 5,000 acres, respectively. At the same time they take a third partner who pays them $8,000, with the agreement that in the future $\frac{1}{3}$ of the land shall belong to each. How is the $8,000 to be divided between A and B?

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ALGEBRA

I

(Time allowed, 2 hours)

(*a*) Simplify $\dfrac{\frac{1}{x}-\frac{x+a}{x^2+a^2}}{\frac{1}{a}-\frac{a+x}{a^2+x^2}}+\dfrac{\frac{1}{x}-\frac{x-a}{x^2+a^2}}{\frac{1}{a}-\frac{a-x}{a^2+x^2}}$

and $\dfrac{x^4-8x}{x^2-4x-5}\times\dfrac{x^2+2x+1}{x^3-x^2-2x}\div\dfrac{x^2+2x+4}{x-5}$

(*b*) Find the G. C. D. of $x^4+14x^3+71x^2+154x+120$ and $x^4+6x^3+3x^2-26x-24$.

II

(*a*) Solve the equations: $\frac{2}{x}+\frac{1}{y}=13, \frac{1}{x}+\frac{2}{y}=6$.

Solve: $\sqrt{x+3}+\sqrt{x+8}-\sqrt{4x+21}=0$.

(*b*) If the speed of a train per hour is reduced $4\frac{1}{2}$ miles, it takes 1 hr. 48 min. longer to make 799 miles. Find the usual speed.

III

(*a*) Simplify: $\dfrac{25\sqrt{3}-4\sqrt{2}}{7\sqrt{3}-5\sqrt{2}}$. Find the square root of $141-24\sqrt{30}$. An article selling for \$39 yields a gain per cent equal to its cost in dollars. Find the cost.

(*b*) Solve by completing the square: $21x^2+8x-133=0$. Find x and y from the equations $x^3-y^3=1304$ and $x^2+xy+y^2=163$.

IV

(*a*) If the length of a rectangle be decreased by 8 yds. and its breadth be increased by $1\frac{1}{2}$ yds., its area

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will be increased from 1,200 to 1,260 sq. yds. Find the sides of the rectangle. Interpret the negative values of x and y which result from your solution.

(*b*) A regular octagon is formed by cutting off the corners of a square whose edge is 1 ft. Find the side of the octagon.

V

(*a*) In a race of 440 yds. A gives B 20 yds. start and beats him by 2 seconds. In a second race A gives B a start of 4 seconds and beats him by 6 yds. What are the rates of A and B?

(*b*) The denominator of a fraction is 3 greater than twice the numerator; and if $3\frac{3}{14}$ be added to the fraction, the sum is equal to the reciprocal of the original fraction. Find the fraction.

GEOMETRY

(Time allowed, 2 hours)

I

(*a*) Define trapezoid, and name and define the different kinds of parallelograms. Prove that any line through the intersection of the diagonals of a parallelogram bisects the parallelogram.

(*b*) Prove that the straight lines joining the middle points of the adjacent sides of any quadrilateral form a parallelogram.

II

(*a*) A perpendicular from C, the right angle of a right triangle, upon the hypotenuse divides it into segments of 2.88 inches and 5.12 inches. Find the length of the perpendicular, the lengths of the two sides, and the area of the triangle.

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(*b*) Find the length of the tangents drawn from a point 10 inches from the centre of a circle of 12 inches diameter, and the length of the chord joining the points of contact.

III

(*a*) Define geometric locus. The base of a triangle is two inches, and the angle opposite the base is 30°. Construct the locus of the vertex, and prove your construction.

(*b*) A circle is tangent internally at P to another circle of twice the radius. Prove that the small circle bisects every chord of larger circle drawn from P.

IV

(*a*) Four points, A, B, C, and D, on the circumference of a circle divide it into parts proportional to 6, 9, 10, 11. Find the number of degrees in the angles formed (1) by the straight lines AB and AD, (2) by AD and BC, (3) by AC and BD, and (4) by AC and the tangent at A.

(*b*) Prove that the bisector of an internal angle of a triangle divides the opposite side into segments proportional to the adjacent sides. An angle of a right triangle is 30° and the opposite side is 1 ft.; find the segments formed by the bisector of the 30° angle.

V

(*a*) What is the area and the circumference of a circle in terms of its radius r and π? Give an approximate value of π in decimals and in the form of a fraction. Show that the area of a circular ring is equal to the area of the circle which has for its diameter the chord tangent to the inner concentric circle.

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(*b*) From a point P without a circle construct a tangent to the circle, and prove your construction.

ADMISSION

44. Candidates that pass the physical and mental examinations will receive appointments as midshipmen, and become students of the Academy. Each midshipman on admission will be required to sign articles by which he binds himself to serve in the United States Navy eight years (including his time of probation at the Naval Academy), unless sooner discharged. He will be required to certify on honor his exact age.

45. The pay of a midshipman is $600 a year, commencing at the date of his admission.

46. Midshipmen will supply themselves, immediately upon their admission, with the following articles, *viz.*:

One white cap and anchor . . .	$ 2.35	Two pairs regulation leggings	1.50
One dress jacket .	20.78	One parade cap .	3.05
One blouse . .	15.22	One knit cap . .	.60
One pair dress trousers . .	11.83	One mug . . .	.08
One pair service trousers . . .	6.68	One soap box . .	.18
One overcoat . .	26.98	One laundry book	.20
One reefer . . .	12.18	One pair blankets	4.20
One mackintosh .	10.00	One pair overshoes . . .	.75
One cap cover . .	.30	Two pairs high shoes . . .	8.52
Eight work suits .	8.00	Eight white shirts	4.00

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Twelve collars .	1.10	book	.30
Four white blouses	16.00	*a* One pass book .	.30
Four pairs white trousers . . .	8.00	*a* Two stencils, ink, and brush .	.60
Twelve pairs cuffs	2.00	*a* Wash basin and pitcher . . .	.95
Twelve pairs socks . . .	2.25	*a* One pair gymnasium slippers	.85
*Eight towels .	1.60	* One whisk . .	.19
*Shaving outfit .	2.50	* One coarse comb	.11
Six pairs drawers (summer) . .	2.10	* One cake soap .	.25
*Six undershirts (summer) . .	2.10	* One hairbrush .	.61
One hand glass .	1.10	* Stationery . .	1.75
One blue jersey .	2.55	* Twelve white handkerchiefs .	2.25
Two blue jerseys .	3.24	* One pair suspenders . .	.40
One pair white shoes . . .	1.95	Four suits pajamas	3.40
Three white hats .	1.35	* One toothbrush	.20
One jackknife .	.40	* Thread and needles . . .	.75
Two lanyards .	.22	* Blacking brush and blacking .	.55
Six sheets . .	4.20	* Nailbrush . .	.20
Hammock clews .	.45	Six pillowcases .	.72
One pair bathing trunks . . .	.15	One black silk neckerchief .	.40
Three pairs white gloves . . .	1.20	Name plate . .	.11
Two clothes bags	.50		
One hammock mattress . .	3.00		
a One requisition			$208.15

When moving into quarters, midshipmen will supply themselves with the following, *viz.*:

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a Two bedspreads	$2.64	*a* One rug . . .	.70
a Two pairs drill gloves . . .	1.00	*a* One hair mattress . . .	5.10
a One slop jar .	.95	*a* One broom . .	.35
a Two spatter cloths . . .	1.00		$12.49
One hair pillow .	.75		

Articles marked *a* will not be taken on board the practice ship.

The articles marked *, not being required to conform to a standard pattern, may be brought by the midshipmen from home, but all other articles must conform to the regulations, and must therefore be supplied by the storekeeper.

47. Each midshipman must, on admission, deposit with the pay officer the sum of $60, for which he will be credited on the books of that officer, to be expended by direction of the Superintendent in the purchase of text-books and other authorized articles besides those enumerated in the preceding article.

48. All deposits for clothing and the entrance deposit of $60 must be made before a candidate can be received into the Academy.

49. Checks for these deposits *must not be made payable to the order of the Superintendent.* They should be made payable to the candidate's own order and be presented to the pay officer of the Naval Academy at the time of deposit.

SUMMARY OF EXPENSES

Deposit for clothing, etc.	$220.64
Deposit for books, etc	60.00
	$280.64

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The value of clothing brought from home is to be deducted from this amount.

50. Each midshipman will be paid, as soon as adjusted by the Treasury Department, the amount of his actual expenses in travelling from his home to the Academy.

COURSE OF INSTRUCTION, 1910-1911.

[Reference books are marked *]

FIRST YEAR—FOURTH CLASS.

First Term

Departments	Periods each week	Subjects	Text-books
Marine Engineering and Naval Construction	4	Mechanical drawing	Bartlett's Mechanical Drawing* Department Marine Engineering Notes* Descriptive Geometry Notes Model Work
Mathematics and Mechanics	6	Algebra and logarithms	Brown & Capron's Practical Algebra Brown's Graphic Algebra
		Geometry	Baker's Elements of Solid Geometry
English	4	English	Hill's Beginnings of Rhetoric Webster's Dictionary* Themes 2 Books of Shakespeare Sandwick & Bacon's High School Word Book
Modern Languages	3	French	Marion's Elementary Course of French Pronunciation Bercy's Le Francais Pratique Marion's Le Verbe

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Second Term

Departments	Periods each week	Subjects	Text-books
MARINE ENGINEERING AND NAVAL CONSTRUCTION	3	Mechanical drawing.....	Bartlett's Mechanical Drawing* Department Marine Engineering Notes * Descriptive Geometry Notes Model Work, Engineering, and Ordnance
MATHEMATICS AND MECHANICS	6	Trigonometry	Brown's Graphic Algebra Brown's Trigonometry and Stereographic Projections Bowditch's Useful Tables*
ENGLISH	4	English.....	Sandwick & Bacon's High School Word Book Andrew's Manual of the Constitution Webster's Dictionary* Themes La Mont's English Composition
MODERN LANGUAGES	3	French.....	Bercy's La Langue Francaise, Marion's Le Verbe Le Petit Larousse Illustré Heath's French and English Dictionary

Having given in full detail information in regard to the Naval Academy at Annapolis, it will not be necessary, for the purposes of this book, to repeat details about West Point or the Revenue-Cutter Service. We shall give only such general matter about these as may seem essential.

Each Congressional district and Territory (including the District of Columbia and Porto Rico) is entitled to have one cadet at the Military

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Academy. Each State is entitled to have two cadets from the State at large, and forty are allowed from the United States at large. The law, however, provides that, for six years from July 1, 1910, whenever any cadet shall have finished three years of his course at the Academy, his successor may be admitted. The appointment from a congressional district is made upon the recommendation of the Representative in Congress from that district, and those from a State at large upon the recommendations of the Senators of the State. Similarly the appointment from a Territory is made upon the recommendation of the Delegate in Congress. The appointment from the District of Columbia is made on the recommendation of the Commissioners of the District. Each person appointed must be an actual resident of the State, district, or Territory from which the appointment is made.

The appointments from the United States at large are made by the President of the United States upon his own selection. The cadet from Porto Rico, who must be a native of that island, is appointed by the President on the recommendation of the resident commissioner.

The Secretary of War is authorized to permit not more than four Filipinos to be designated,

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one for each class, by the Philippine Commission, to receive instruction at the United States Military Academy at West Point: Provided, That the Filipinos undergoing instruction shall receive the same pay, allowances, and emoluments as are authorized by law for cadets at the Military Academy appointed from the United States, to be paid out of the same appropriations: And provided further, That said Filipinos undergoing instruction on graduation shall be eligible only to commissions in the Philippine Scouts. And the provisions of section 1321, Revised Statutes, are modified in the case of the Filipinos undergoing instruction so as to require them to engage to serve for eight years, unless sooner discharged, in the Philippine Scouts.

Appointments are required by law to be made one year in advance of the date of admission, except in cases where, by reason of death or other cause, a vacancy occurs which can not be provided for by such appointment in advance. These vacancies are filled in time for the next examination.

For each candidate appointed there should be nominated two alternates. The principal and each alternate will receive from the War Department a letter of appointment, and must appear

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for examination at the time and place therein designated. The board before which a candidate is directed to appear will be, without exception, the one convened at the place nearest or most convenient to his home, or to the school at which he is in regular attendance at the time of appointment.

The fitness for admission to the Academy will be determined as prescribed in the Regulations of the U. S. Military Academy. If the principal fails to qualify, either mentally or physically, then the qualifications of the alternates will be considered, and if only one has met the requirements he will be admitted; if both alternates have met the requirements, the better qualified will be admitted. The alternates, like the principal, should be designated one year in advance of the date of admission.

The following are extracts from the Regulations of the Military Academy relating to the examination of candidates for admission, and are strictly adhered to: On the second Tuesday in January of each year candidates selected for appointment (except the Filipino candidates) shall appear for mental and physical examination before boards of army officers to be convened at such places as the War Department may

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designate. The Filipino candidates selected for appointment, unless otherwise notified by the War Department, shall appear for mental and physical examination on the second Tuesday in October of each year before a board of army officers to be convened at such place in the Philippine Islands as the Commanding General of the Philippine Division may designate. Candidates who pass will be admitted to the Academy without further examination upon reporting in person to the superintendent before twelve o'clock, noon, on the first day of March following the examination.

Each candidate before admission to the academy must show by examination, that he is well versed in algebra, including quadratic equations and progression; plane geometry; English grammar, composition, and literature; descriptive and physical geography, and general and United States history. No rejected candidate shall be reëxamined except upon recommendation of the academic board.

Immediately after reporting to the superintendent for admission and before receiving his warrant of appointment, the candidate is required to sign an engagement for service in the following form, and in the presence of the superintendent or some officer deputed by him:

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I ——, of the State (or Territory) of ——, aged —— years, —— months, do hereby engage (with the consent of my parent or guardian) that from the date of my admission as a cadet of the United States Military Academy, I will serve in the Army of the United States for eight years, unless sooner discharged by competent authority.

The candidate is then required to take and subscribe an oath or affirmation to support the Constitution of the United States, to bear true allegiance to the National Government, to maintain and defend the sovereignty of the United States, and to obey legal orders of his superior officers and the rules and articles governing the armies of the United States.

No candidate is admitted who is under seventeen or over twenty-two years of age, or less than five feet four inches in height at the age of seventeen or five feet five inches in height at the age of eighteen and upward, or who is deformed or afflicted with any disease or infirmity which would render him unfit for the military service, or who has, at the time of presenting himself, any disorder of an infectious or immoral character. Candidates must be unmarried.

Each candidate must on reporting at West Point present a certificate showing successful vaccination within one year, or a certificate of

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two vaccinations, made at least a month apart, within three months.

Candidates are eligible for admission from the day they are seventeen until the day they become twenty-two years of age, on which latter day they are not eligible.

All candidates, before leaving their place of residence, should cause themselves to be thoroughly examined by a competent physician and by a teacher or instructor in good standing. By such examinations any serious physical disqualification or deficiency in mental preparation would be revealed. This informal examination is recommended solely for the convenience and benefit of the candidate himself, and can in no manner affect the decision of the academic and medical examining boards.

The requirements, physical and mental, are much the same as already given for Annapolis.

The pay of a cadet is $600 per year and one ration a day, or commutation therefor at thirty cents per day. The total is $709.50, to commence with his admission to the Academy. The actual and necessary travelling expenses of candidates from their homes to the Military Academy are credited to their accounts after their admission as cadets.

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A third, and equally interesting, training provided by the National Government for youths is that of the United States Revenue-Cutter Service. Appointments as cadets in the Revenue-Cutter Service are made after competitive examinations, which are open to all young men who are citizens of the United States, unmarried, whose age is within the prescribed limits, and who produce satisfactory evidence of good character.

A person to be eligible for appointment as a cadet of the line must produce satisfactory evidence of good moral character, be not less than eighteen nor more than twenty-four years of age at the time of appointment, and must pass a satisfactory physical examination by a board of officers of the Public Health and Marine-Hospital Service, and a satisfactory educational examination, which must be written and strictly competitive, by a board of commissioned officers of the Revenue-Cutter Service. No person will be designated for examination who will be less than eighteen years of age at the time the examination is held.

No person who has been dismissed or compelled to resign from the Military Academy or from the Naval Academy of the United States for hazing, or for other improper conduct, is eligible for

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appointment as a cadet in the Revenue-Cutter Service.

Before being appointed a cadet of the line the candidate will be required to obligate himself to serve at least three years as an officer in the service, after graduation, if his services be so long required.

Applications for permission to take the examination should be made to the Secretary of the Treasury on the prescribed form, which will be sent upon request. The application must be accompanied by testimonials sufficient to constitute evidence of the good moral character of the applicant. The application should state what schools or colleges the candidate has attended, and in what occupation he has been engaged.

Examinations will be held in Washington and in a number of other cities in different sections of the country, depending upon the location of the various candidates. Upon the receipt of an application containing evidence satisfactory to the department that the candidate is within the age limits, a citizen of the United States, unmarried, and of good moral character, he will be informed of the date of the next examination, as soon as such date is determined upon, and of the place nearest his home where such examination

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will be conducted, and will be designated to be examined at such time and place.

No expenses are allowed candidates who are permitted to appear for examination.

The physical examination, which, whenever practicable, precedes the mental, is conducted by a board of officers of the Public Health and Marine-Hospital Service, and is thorough and rigid. It is essential that candidates be sound in every particular, as no material defect will be waived in any case or for any reason. The height must be not less than five feet four inches, stripped.

The defects for which candidates are rejected are in general the same as in the Annapolis list.

No one found physically disqualified will be examined further.

The mental examination, while largely elementary, is comprehensive and thorough and is designed to ascertain if the candidate has had the necessary training to enable him successfully to carry on his studies as a cadet at the School of Instruction of the service. The passing average is 70 per cent, and any candidate obtaining a general average of less than 70 will be rejected. All papers of the candidates are examined and rated by a board of commissioned

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officers of the Revenue-Cutter Service. The examination is strictly competitive, and those candidates obtaining the highest averages are in all cases recommended by the board for appointment. Each question is independently marked by each officer on the board, and the mean of the marks given by all the members of the board is taken as the candidate's mark on that question.

The examination takes about four days, and comprises spelling (weight 10); algebra, as comprised in high-school text-books, including logarithms (weight 10); geometry, plane and solid (weight 10); trigonometry, plane, as comprised in high-school text-books (weight 8); geography, general, as comprised in grammar-school text-books (weight 7); world's history and Constitution of the United States, as comprised in high-school text-books — questions on the Constitution refer to its general provisions only — (weight 8); physics, as comprised in high-school text-books (weight 7); grammar, as given in grammar-school text-books, including parsing and analysis (weight 5); composition, preparation of an essay on one of three or more assigned topics (weight 10); English literature, as comprised in high-school text-books (weight 10); one modern language, French, German, or Spanish — the test includes

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the translation of a short exercise into English, and also one from English into the language selected (weight 5); general information — questions relating to well-known matters of general, national, or international interest (weight 5).

The board considers the general adaptability of the candidate for the Service, and marks its opinion thereon on a scale of 100. This mark for adaptability is given a weight of 5 in a total weight of 100 for the entire examination. In determining the adaptability of the candidate, the board carefully considers the testimonials submitted by him and also his bearing and general appearance as reported by the members of the subboard before whom he has appeared.

The salary of a cadet is $500 per annum and one commuted ration per day.

Each successful candidate, prior to being admitted to the School of Instruction, is required to deposit with the superintendent of the school the sum of $150 to defray the expenses of his uniform outfit. The sum of ten dollars per month is withheld from the pay of each cadet and placed to his credit toward defraying the cost of an outfit for a commissioned officer upon the completion of his cadet course.

Cadets of the line undergo a course of training

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for three years at the School of Instruction of the Revenue-Cutter Service, which is located near New London, Connecticut. The course at the School of Instruction embraces seamanship, navigation, gunnery, mathematics, naval architecture, marine engineering, English, history, international law, navigation law, physics, chemistry, electricity, wireless telegraphy, surveying, and French, and includes infantry and artillery drills, boat drills under oars and sails, etc.

After the successful completion of this course cadets are commissioned by the President to fill vacancies in the grade of third lieutenant, and have the rank and pay of second lieutenants in the army, and ensigns in the navy. The pay of a third lieutenant is $1,700 per annum. Promotions are made by seniority through the successive grades up to and including senior captain, in which grade an officer has the rank and pay of a lieutenant-colonel in the army and a commander in the navy. A third lieutenant, if not previously promoted by occurring vacancies, is, at the end of five years' service in his grade, advanced to the grade of second lieutenant upon passing the required examination for promotion.

THE END

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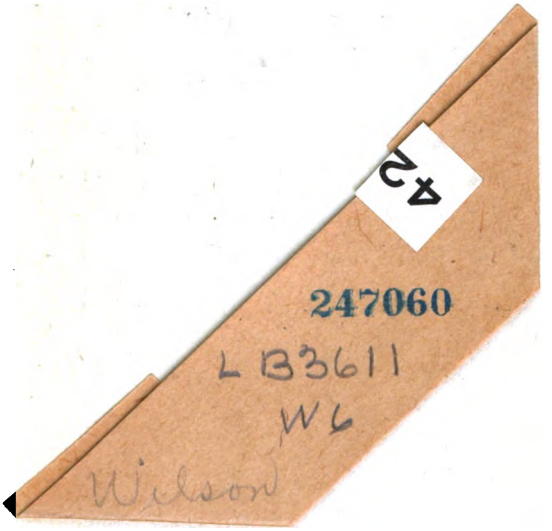

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